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ABSTRACT

This guide describes a quality process for external and internal evaluation of the elementary school education department. The term "pathway" is used to define routes through the quality process that describe any school administrative activity in terms of the indicators and examples of good practice. There are five pathways: process investigation; movement and dance; nursery/primary liaison; management of resources; and financial management. The first part of the guide presents each pathway in graphic form, with the quality pointers describing the focus of the particular pathway. Each graphic is then followed by examples of good practice supporting each indicator, which are then translated into success criteria. The second part of the guide then presents a framework for evaluation of quality based on the seven strands of the education department's mission statement. These strands are: (1) providing a full range of courses and services; (2) enabling all individuals to achieve their potential; (3) supplying suitable premises and resources; (4) encouraging access to education throughout life; (5) fostering genuine partnership in education; (6) promoting equal opportunity and social justice; and (7) supporting economic growth and prosperity. Each strand is divided into relevant quality pointers. (WP)

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STRATHCLYDE REGIONAL COUNCIL : EDUCATION DEPARTMENT

QUALITY ASSURANCE UNIT

A GUIDE TO PATHWAYS THROUGH THE PRE-FIVE QUALITY PROCESS

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STRATHCLYDE REGIONAL COUNCIL : DEPARTMENT OF EDUCATION

QUALITY ASSURANCE UNIT

A GUIDE TO "PATHWAYS" THROUGH THE QUALITY PROCESS

The term "pathway" is used by the quality assurance unit to define routes through the "Quality Process" that describe any establishment activity in terms of the indicators and examples of good practice. They are intended as a support in the managing of establishments. Pathways can describe more than establishment systems. They can also:

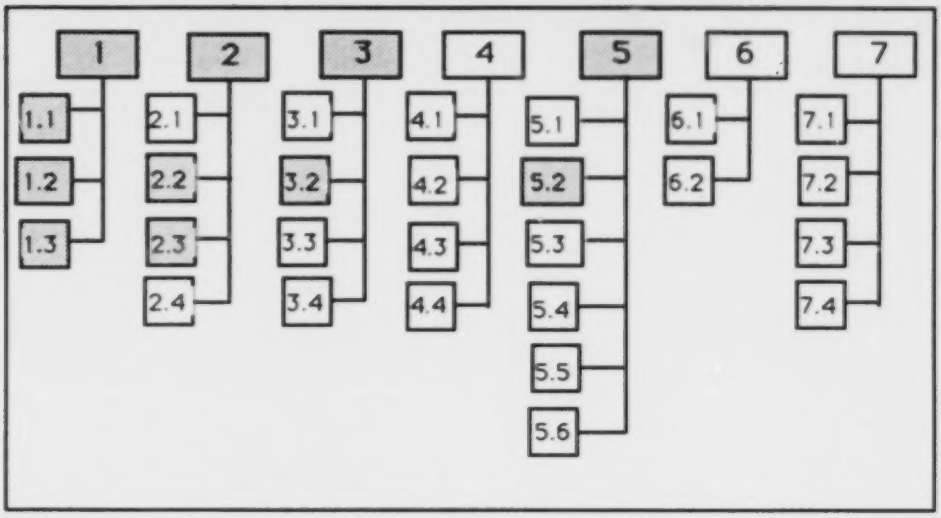
- describe remits of staff;
- describe tasks of working groups;
- assist with policy review and staff development.

Thus through the indicators and example of good practice key elements of any establishment activity can be described in terms of the mission statement. The pathways can be used to specify the focus for audit, to support development work and can provide explicit agendas for discussion or provide a template for evaluating documentation. Once an activity is described in pathway terms it can be monitored and evaluated.

In responding to requests from colleagues in establishments, the quality assurance unit has produced a number of pathways that deal with major aspects in establishment life, ie. their 'core' activities. The list is not exhaustive and the unit continues to work in this area. Establishments will be able to lift pathways 'off the shelf', that will assist them in systematically addressing most of the aspects currently on their agendas. The material is still developmental and the feedback from establishments will assist with review. Using the "pathway process", establishments will develop their own approaches reflecting their own unique needs.

Each pathway is presented, on the front page, in a graphic way that shows the quality pointers describing the focus of the particular pathway. Below this, are listed the indicators that are selected from the specific quality pointers. The pages that follow the front page describe the indicators in terms of examples of good practice to support each indicator. These examples of good practice are easily transferred into success criteria. Thus establishments have ready-made descriptions of their activities in very specific terms.

The continuing work on pathways and the development of a system to manage quality assurance will provide support for establishments and assist in the use of current good practices of monitoring the quality of service provided. It is hoped that advice will be forthcoming in the near future, based on the pathways process, that will help establishments establish their own system for managing quality assurance as a self-evaluation mechanism.



1.1.3 Curricular, cross-curricular and administrative policies have been drawn up

1.2.2 The process of learning is a major component of the curriculum

1.2.3 The context of learning is a major component of the curriculum

1.2.9 Provision is made for the development of investigative and problem-solving skills

1.2.16 Curricular programmes are planned to ensure that children can make continuous progress

1.3.1 Promoted staff monitor the implementation of policies

2.2.2 A variety of learning and teaching methods is used

2.3.1 Staff encourage children to achieve their potential

3.2.1 Resource are available to support all areas of the curriculum

5.2.5 The establishment liaises with parents about the needs of individual children

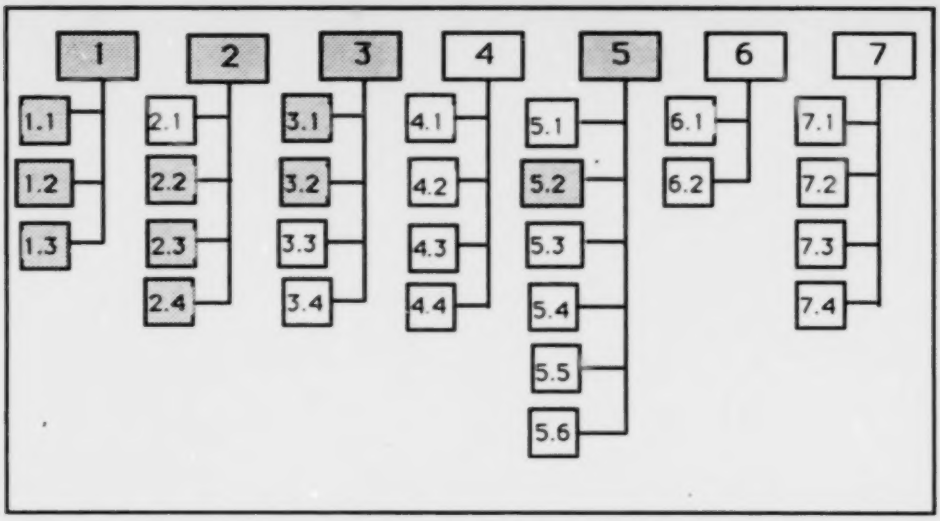
QUALITY PROCESS : AGENDA

PROCESS INVESTIGATION

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
1	1.1	1.1.3	* The establishment has a curricular policy document on the process of learning including how children learn, the types of activities they will participate in and the skills they require to develop further learning				
1	1.2	1.2.2	* Communication and investigation are the key learning processes within the establishment * Within the key learning processes of communication and investigation: - learning is enjoyable - learning experiences for children of varying development stages are provided - children are encouraged to make choices and act independently - children's prior learning and current interests are the basis for future learning - the individual learning needs of children are identified and provided for * Within the key learning process of investigation children extend their learning through: - spoken language - observation - touch - using tools, equipment and materials - listening - smell - experimenting Within the key learning process of investigation children extend their learning by: - exploring - planning and designing - expressing and creating - sharing and recording - solving problems - collecting and classifying information - evaluating				
1	1.2	1.2.3	* Meaningful learning contexts are built on: - children's previous experiences - quality of the learning environment - quality of interaction and relationships with others - the current experience of the child * Children's previous experiences in: - the family - the establishment - the community - the wider world				
1	1.2	1.2.9	* Planned opportunities are provided for children to develop in learning by: - predicting effects, consequences and outcomes **(cont. over)**				

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
			- analysing and solving problems - reflecting on issues, ideas and experiences - making comparisons - talking about their activities to other children and adults * The learning and teaching situations make children think, challenge assumptions, promote understanding and explore a variety of solutions to problems * The learning and teaching strategies used in the establishment promote investigation and problem-solving through activity * Staff promote the development of investigative and problem-solving skills: - observational skills, through opportunities to look carefully at objects, pictures and activities and discuss what he/she sees - ordering skills, by encouraging children to arrange objects in a logical order along same dimension such as weight, age or height, and by matching one set of ordered items to another - understand the concepts of mathematical language such as big, long and smaller * Cause and effect by encouraging children to: - ask questions regarding their activities, experiences and investigations - explore and discuss the indoor and outdoor environment of the establishment - undertake activities which encourage them to compare, evaluate, draw conclusions and solve problems * The children have experience in the use of appropriate language to further their acquisition of investigation and problem-solving skills * Children are encouraged to solve problems both independently and in small groups				
1	1.2	1.2.16	* All staff are familiar with the regional 0-5 curricular guidelines				
1	1.3	1.3.1	* Promoted staff evaluate the effectiveness and implementation of school policies				
2	2.2	2.2.2	* A variety of learning and teaching methods which take account of individual needs are used in the establishment * The curriculum is balanced in terms of the variety of learning and teaching approaches adopted * Children are involved in a range of practical learning activities: - predicting effects, consequences and outcomes - solving problems, classifying and ordering - reflecting on issues, ideas and experiences - making comparisons - drawing conclusions - initiating discussion				

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
2	2.3	2.3.1	* The learning and teaching situations make children think, challenge assumptions, promote understanding and explore a variety of solutions to problems * Staff show that they value initiative and experiment in children's learning				
3	3.2	3.2.1	* The resources available in the establishment encourage and support a wide range of learning/teaching methods				
5	5.2	5.2.5	* Close consultation exists between parents and staff in meeting the needs of the child * Parents are consulted on curricular decisions which affect their own child				



1.1.3 Curricular, cross-curricular and administrative policies have been drawn up
1.2.1 The curriculum is consistent with regional guidelines
1.2.2 The process of learning is a major component of the curriculum
1.2.3 The context of learning is a major component of the curriculum
1.2.4 Learning content is a major component of the curriculum
1.2.5 Provision is made for the development of self awareness skills
1.2.6 Provision is made for the development of social skills
1.2.7 Provision is made for the development of communication skills
1.2.8 Provision is made for the development of motor and perceptual skills
1.2.9 Provision is made for the development of investigative and problem-solving skills
1.2.11 Provision is made for the development of aesthetic and creative awareness
1.2.16 Curricular programmes are planned to ensure that children can make continuous progress
1.2.18 The staff team prepare their work in advance
1.3.1 Promoted staff monitor the implementation of policies
2.2.2 A variety of learning and teaching methods is used
2.2.3 Children's activities are well organised and managed
2.3.2 Children are praised for their work and their achievements are recognised
2.4.2 Staff keep records of children's progress and use this information to plan appropriately
3.1.1 The accommodation is suitable for the range of activities offered
3.1.2 The playing area is appropriate to the range of activities offered
3.1.3 The premises, including the playing area, are maintained in good condition
3.1.5 The use of shared accommodation is timetabled
3.2.1 Resources are available to support all areas of the curriculum
3.2.4 Resources can easily be accessed by staff and, where appropriate, children
3.2.6 Resources, apparatus and equipment are maintained in good condition
5.2.3 Parents are informed about their children's progress

QUALITY PROCESS : AGENDA

MOVEMENT AND DANCE

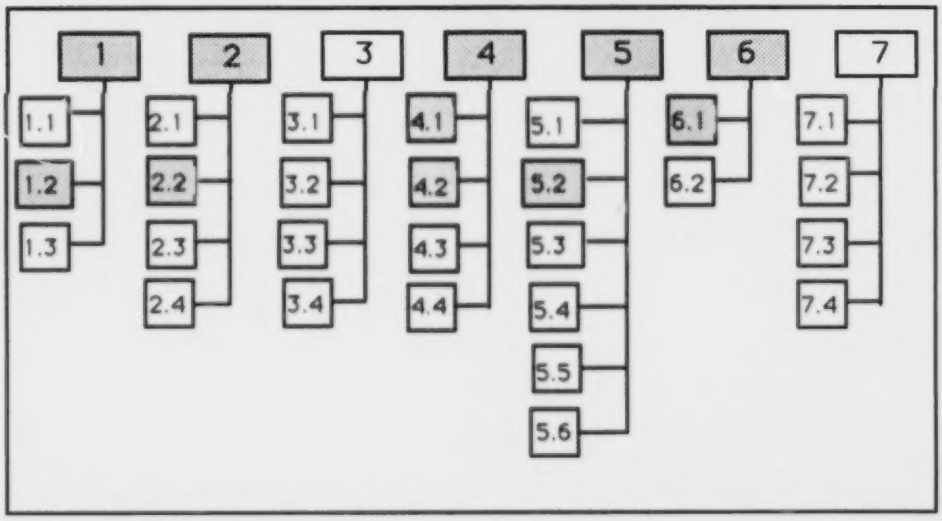
Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
1	1.1	1.1.3	* The establishment has a curricular policy document on the content of learning including what children will learn about in response to children interests, developmental needs and access to suitable resources * The policy will include guidelines on expressive arts * Staff participate in the formulation of policies * Staff have a copy or have access to all establishment policies and statements				
1	1.2	1.2.1	* All staff are familiar with the regional 0-5 curriculum * Playroom practice is consistent with the establishment statements				
1	1.2	1.2.2	* Communication and investigation are the key learning processes within the establishment * Within the key learning processes of communication and investigation: - learning is enjoyable - learning experiences for children of varying development stages are provided - children are encouraged to make choices and act independently - children's prior learning and current interests are the basis for future learning - the individual learning needs of children are identified and provided for * Within the key learning process of communication children learn through: - touch - body language - gesture - speech - signs and symbols				
1	1.2	1.2.3	* Meaningful learning contexts are built on: - children's previous experiences - quality of the learning environment - quality of interaction and relationships with others - the current experience of the child * Children's previous experiences in: - the family - the establishment - the community - the wider world * Staff observation and interaction allows for planned changes in children's learning experiences				

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
1	1.2	1.2.4	* Content experiences are presented: - using an integrated approach - in a meaningful context * The content of the curriculum is characterised by: - breadth and balance - continuity and progression * The development of self awareness permeates the curriculum and is interwoven into each content and context area * The expressive and creative arts content includes the key areas of: - movement and dance				
1	1.2	1.2.5	* The curriculum is planned and balanced to promote self awareness skills and concepts: - the knowledge of bodily functions, for example, sleeping, waking, eating, toileting and running * Staff provide opportunities for the development of self awareness and emotional skills through role play, relevant language activities and play activities				
1	1.2	1.2.6	* Through the planned curriculum the children acquire and develop social skills: - the ability to co-operate through play - the ability to join with others already involved in an activity				
1	1.2	1.2.7	* Children are encouraged to communicate their thoughts, feelings and desires through music, movement, drama and play * There are experiences for children to enable them to develop skills and confidence in expressing themselves through: - music and movement to encourage expression of emotions and gestures through rhythm - taking part in large ring games, action jingles and rhymes - listening to different kinds of music to experience rhythms associated to different cultures - encouraging children to make sounds and rhythms with a variety of instruments and with their voices				
1	1.2	1.2.8	* Children are enabled to develop movement skills: - locomotion skills, for example, walking, running, crawling, hopping and skipping - static balance skills, for example, balancing on one foot with arms outstretched, standing on tip toes, balancing on two feet with body, arms and head at different angles - dynamic balance skills, for example, walking while carrying objects in their hands or on their head, pulling, pushing, building and climbing **(cont. over)**				

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
			- gross motor manipulation skills, for example, kicking, bouncing, catching and throwing - fine motor manipulative skills, for example, by threading, jigsaws, cutting, cooking, using tools, copying, pouring, building and construction materials * Children are encouraged to think and talk about their own actions and those of other children * The development of movement skills are encouraged through a balance of outdoor and indoor activities * All materials for the development of motor and perceptual skills are imaginative, flexible and managed by staff to motivate and extend the children				
1	1.2	1.2.9	* Spatial relationships skills by encouraging children to: - increase their knowledge of their own bodies and how they can move - work with resources of varying size and shape * The learning environment is attractive, encouraging and provides motivation for children to investigate and undertake activity learning				
1	1.2	1.2.11	* Through the expressive arts experienced in the establishment the children find enjoyment and personal satisfaction * The children increase their understanding of themselves and their individual skills through involvement in expressive arts * The affective development of children is promoted through staff planning * Opportunities are available for children to develop aesthetic and creative awareness in movement through: - role playing using simple props - simple mime using manageable body movements and facial expressions - traditional action/movement/singing games encouraging co-operation and self expression - story-telling through creative dance in response to music - participation in simple movement games in small or large groups - participation in creative response to musical stimulation for enjoyment				
1	1.2	1.2.16	* Learning and teaching is organised to encourage the continuous development of children's individual skills				
1	1.2	1.2.18	* There is long term planning for a whole session to ensure balanced coverage of the curriculum * Short term planning is responsive to children's interests * Planning takes account of resource implications, training needs and recent curricular developments				

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
1	1.3	1.3.1	* Promoted staff evaluate the effectiveness and implementation of school policies * Management regularly reviews the effectiveness of their management of the establishment by examining remits, communication, style and leadership				
2	2.2	2.2.2	* The variety of learning experiences contributes to the motivation of children in relation to encouraging self confidence, self discipline, co-operation, independence and enthusiasm				
2	2.2	2.2.3	* There is a balance of opportunity between individual, small group and large group activities * Learning activities are attainable, challenging and provide opportunities to extend learning * Children evaluate their achievement				
2	2.3	2.3.2	* Praise is used to encourage children and build confidence				
2	2.4	2.4.2	* The establishment uses assessment and reporting procedures that allow for children's further learning				
3	3.1	3.1.1	* Accommodation is available for physical play * Appropriate enclosed outside play space is available * Accommodation and facilities of the establishment are used for the maximum benefit of children				
3	3.1	3.1.2	* Accommodation is available for outdoor and indoor physical play * The physical playing area has an adequate impact absorbing surface * The play area has markings to encourage focused play * Grassed areas are provided * Any fixed physical play equipment is appropriate, is in good condition and is surrounded by adequate impact absorbing surfaces * The children's play areas are clearly separated from the car park				
3	3.1	3.1.3	* The playing area is adequately fenced to stop animals fouling it * Staff know how to report any area of the premises including play areas which are in a poor state of repair or unsafe				
3	3.1	3.1.5	* There are clear procedures known to all groups for the use of shared accommodation * Timetables exist for all areas within the establishment which are used by one or more groups				
3	3.2	3.2.1	* Staff contribute to the identification of priorities for the acquisition of new resources **(cont. over)**				

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
			* There is regular evaluation of the effective use of resources				
3	3.2	3.2.4	* Staff know what curriculum resources are available * Staff contribute to building up resources for specific curricular areas which are held centrally * Staff have clear responsibilities in relation to collection and care of resources * Staff access resources easily				
3	3.2	3.2.6	* Resources, apparatus and equipment are maintained in good condition * The authority makes regular checks of electrical apparatus and physical play equipment * There are clear procedures for the janitor or head of establishment to report damaged/inadequate resources, apparatus and equipment				
5	5.2	5.2.3	* Parents are informed of their child's development * Staff are knowledgeable about the development of their children, being aware of key strengths and areas for development, and can communicate these effectively and positively to parents				



1.2.16 Curricular programmes are planned to ensure that children can make continuous progress

2.2.8 Support is given to less able children

2.2.10 Support is given to more able children

4.1.1 Heads of pre-five establishments co-operate with each other

4.2.1 The heads of pre-five establishments co-operate with associated primary schools

4.2.2 There are curricular links between the establishment and the associated primary schools

4.2.3 Information concerning children is shared with the appropriate primary school staff

4.2.4 The establishment participates in induction procedures for children entering P1

5.2.5 The establishment liaises with parents about the needs of individual children

6.1.1 Equal opportunities are provided for all children

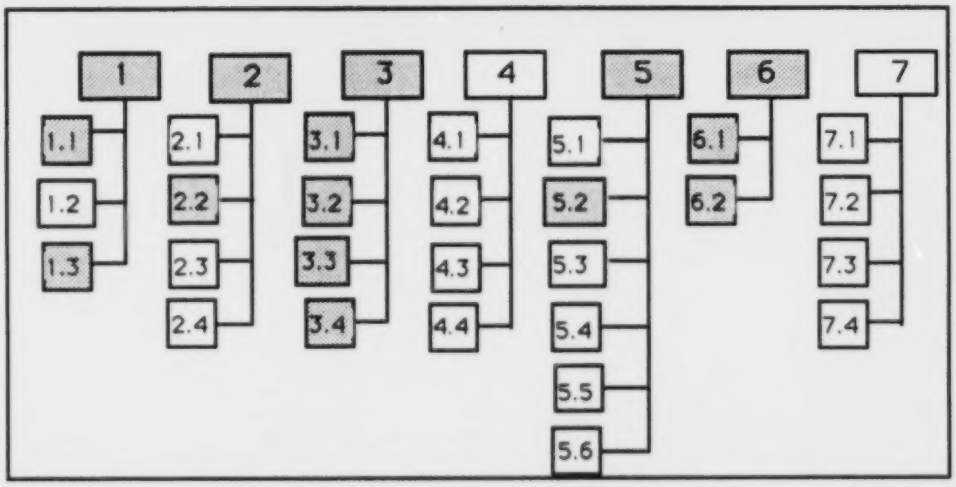
QUALITY PROCESS : AGENDA

NURSERY/PRIMARY LIAISON

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
1	1.2	1.2.16	* All staff are familiar with the 5-14 development programme * Integrated pre-five/P1 curricular programmes exist				
2	2.2	2.2.8	* Children who require additional support are identified as quickly as possible using screening and monitoring techniques * Parents and staff communicate regularly about the needs, support and progress of children				
2	2.2	2.2.10	* Parents and staff communicate regularly about the needs, support and progress of children * The needs of more able children are recognised as early as possible through appropriate screening and monitoring				
4	4.1	4.1.1	* There is a statement on liaison with other pre-five establishments * The heads of local pre-five establishments have a copy of the statement				
4	4.2	4.2.1	* There is effective consultation with primary schools in relation to: - the joint planning of services - the use of resources - transfer of information - joint curricular planning - children's continuous progress from one sector to another * Pre-five staff have regular meetings with associated primary schools * Communication exists between the pre-five establishment and primary school regarding the progress of children after transfer to P1 * Primary schools and pre-five establishments visit each other to exchange information and views on curriculum content and methodology with appropriate staff * Associated primary schools receive a pre-five handbook * There is interaction between all establishment staff and early education teachers particularly just prior to and immediately after transfer of children * Systematic records are kept of correspondence and discussions related to liaison with associated primary schools				
4	4.2	4.2.2	* There are written policies on pre-five/primary liaison and all the staff are aware of these * Sector liaison is the remit of a member of staff * Curriculum co-ordination and continuity is provided between the establishment and its associated primary schools **(cont. over)**				

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
			* Pre-five staff are aware of policies and practices at the early stages of the primary school to ensure continuity and progression and vice versa * The establishment considers feedback from the primary sector to see if there is a need to review practice * There are mutually agreed liaison procedures with primary schools to enable continuous progression of children through curricular liaison and a planned programme of visits with appropriate staff * Staff in pre-five establishments have an understanding of the curriculum of the primary sector * Staff have a knowledge of the curriculum content and standards in primary schools * A programme of regular contact between nursery and primary staff exists to inform curricular decision making * Integrated nursery/P1 curricular schemes exist * There are opportunities for social and curriculum interaction between children from the establishment and those from associated primary schools * Staff from the establishment and associated primary schools visit each other to exchange information and views on curriculum content and methodology with appropriate staff				
4	4.2	4.2.3	* The establishment agrees with the children's parents and its associated primary schools the information it will communicate about individual children: - social and family information - health - interests - results of objective assessment * Significant information is passed to primary school, for example, assessment records/child profiles and folders of exemplar work * There is a transfer of relevant information with parental consent on children's progress to associated primary schools * Sample folders of children's work are transferred to primary school				
4	4.2	4.2.4	* There are mutually agreed liaison procedures with primary schools and parents to enable continuous progress of children through a planned programme of visits with appropriate staff and curricular liaison * Pre-five staff accompany children and parents to the receiving primary school before the start of the new session * Receiving P1 teachers visit pre-five establishments once a term to work in partnership with children and pre-five staff				
5	5.2	5.2.5	* Close consultation exists between parents and staff in meeting the needs of the child **(cont. over)**				

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
			* Parents are consulted on curricular decisions which affect their own child * The establishment ensures parents are given sufficient opportunities to comment on any change in their child's circumstances * Staff communicate with parents and other agencies about the welfare of children * When appropriate, group meetings which include parents and other professional staff are planned to discuss child progress				
6	6.1	6.1.1	* Adults are approachable and helpful to children and parents seeking advice or assistance * All children receive an education appropriate to their needs				



1.1.3 Curricular, cross-curricular and administrative policies have been drawn up
1.3.1 Promoted staff monitor the implementation of policies
2.2.1 Playrooms are well organised and managed
3.1.5 The use of shared accommodation is timetabled
3.1.7 Furniture and fittings are maintained in good condition
3.2.1 Resources are available to support all areas of the curriculum
3.2.2 Resources appropriate to age, needs and abilities of the children are available
3.2.3 An up-to-date inventory of resources is available
3.2.4 Resources can be easily accessed by staff and, where appropriate, children
3.2.5 The use of shared resources is timetabled
3.2.6 Resources, apparatus and equipment are maintained in good condition
3.2.7 The local area and community are used as a resource
3.2.8 Catering is provided according to specification
3.2.9 Resources are stored securely
3.3.2 Resources for personal hygiene are available
3.4.1 Financial resources are allocated according to identified priorities
3.4.2 Staff are consulted and informed about financial allocations
3.4.3 DMR procedures and guidelines are implemented where appropriate
3.4.4 Procedures for monitoring establishment funds and other monies are implemented
5.2.6 Parents are encouraged to take part in the life of the establishment
6.1.4 The content of the curriculum and resources promote a positive image of men and women, of people with disabilities or who are disadvantaged, and of religious, racial and cultural groups
6.2.2 Staff and resources provided under the council's social strategy are specifically used for that purpose

QUALITY PROCESS : AGENDA

MANAGEMENT OF RESOURCES

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
1	1.1	1.1.3	* The establishment has a written policy statement on: - resources - establishment funds and other monies				
1	1.3	1.3.1	* Promoted staff evaluate the effectiveness and implementation of school policies * They do this by monitoring the suitability and use of resources				
2	2.2	2.2.1	* Materials and equipment are in good order, labelled, tidily stored and accessible to children and staff * A variety of identified activity areas are established including: - role play areas - areas for painting, modelling, craftwork, sand and water play - book areas for story reading and individual reading - quiet areas - areas for making music, playing with puppets and for drama and dance - areas for construction activities - areas for problem-solving activities such as classification and number activities - areas suitable for physical play - outside play areas - areas for science and environmental studies - areas suitable for babies using the treasure basket - areas suitable for heuristic play - areas suitable for children to rest * The provision and organisation of furniture takes into account children's age, size and safety				
3	3.1	3.1.5	* Organisation of accommodation is the responsibility of a member of the management team * Timetables exist for all areas within the establishment which are used by one or more groups * Staff know what accommodation is available for their use				
3	3.1	3.1.7	* Furniture and fittings are in a good state of repair and are safe for appropriate use * Unsafe furniture and fittings are withdrawn from use * Furniture and fittings are varied and appropriate to the size and stage of development of children				
3	3.2	3.2.1	* Establishment resources are: - appropriate to the aims of the curriculum **(cont. over)**				

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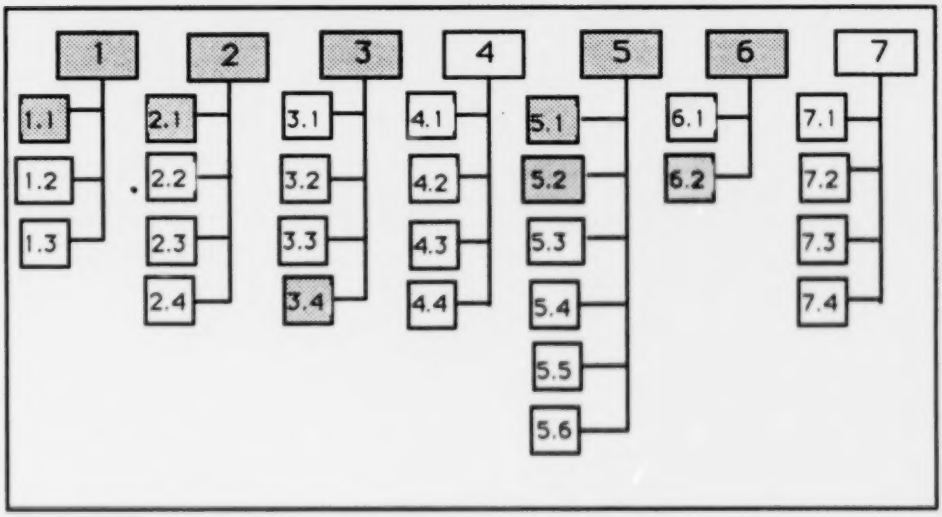
Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
			- appropriate to the establishment policies - catalogued and organised - accessible to staff and children - appropriate for children who have special educational needs - differentiated - effectively managed - regularly monitored by staff - appropriate for a multicultural society * Staff are consulted about resources and where appropriate help select them * Identified staff have responsibility for resource control and organisation * Copyright legislation is closely observed (see SC38 - 'Copyright')				
3	3.2	3.2.2	* A wide range of resources is available to promote development in children from birth to five years * Children of differing abilities work with resources which challenge them at their appropriate levels * Children are encouraged to make regular, independent use of resources * Specialist resources are obtained from the relevant resource centre * Evaluation of the effectiveness of resources takes place				
3	3.2	3.2.3	* The establishment has a policy for the organisation of resources by: - stage of development - context of learning - content of learning * There is a current inventory of all resources * The inventory leads to resources being: - well categorised and organised - accessible to children and staff - specialised for those children requiring learning support * A member of staff is responsible for the maintenance of up-to-date inventories				
3	3.2	3.2.4	* Staff know what curriculum resources are available * Staff have clear responsibilities in relation to collection and care of resources * Convenient and sufficient storage facilities are available throughout the establishment * Shared resources are efficiently managed through an agreed system * Children are encouraged to care for materials and equipment within the playroom * Children are encouraged to make independent use of resources * Staff are kept up-to-date about the addition of new resources				
3	3.2	3.2.5	* Shared resources are efficiently managed through an agreed system **(cont. over)**				

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
			* Common resources are shared by pre-five establishments, primary and secondary schools				
3	3.2	3.2.6	* The authority makes regular checks of electrical apparatus and physical play equipment * Toys and equipment are regularly cleaned * There are clear procedures for the janitor or head of establishment to report damaged/inadequate resources, apparatus and equipment * Systematic records are kept of correspondence and discussion related to the condition of apparatus and equipment * There are lines of communication and procedures for staff to identify and report problems with resources, apparatus and equipment * The establishment takes appropriate action to deal with faulty equipment				
3	3.2	3.2.7	* A member of staff has responsibility for the identification and co-ordination of opportunities offered by the local area appropriate to the work of the establishment * Effective use is made of resources and opportunities offered by the local community				
3	3.2	3.2.8	* Catering is provided in terms of the specification stated in Catering Direct's client interface document				
3	3.2	3.2.9	* Procedures with regards to security of establishment equipment and property are implemented effectively * All readily transported valuable equipment is put away at the end of the day in a lockfast store * Appropriate staff hold keys for secure areas * All confidential records are stored in a locked filing cabinet * Where a lockfast safe is not provided, procedures operate whereby money is banked on the day on which it is collected, and not more than £10 cash is retained in the establishment * SC26 ('Burglaries in schools') is implemented				
3	3.3	3.3.2	* There is a regular supply of soap, toilet rolls and paper towels in the toilets * Children's towels and toothbrushes are clearly labelled to ensure that children use only their own * Children are changed if wet or soiled and a supply of nappies, clean pants, vests and socks are available * Arrangements are made for disposing of sanitary towels * When dealing with illness or injury involving body fluids, staff take precautions in accordance with the Regional Council's revised guidelines (1993) relating to AIDS such as: - using rubber gloves - mouth-to-mouth resuscitator **(cont. over)**				

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
			* First aid boxes are available as per guidelines in health and safety circular 'Guidance for health and safety on first aid provision (revised)'				
3	3.4	3.4.1	* The allocation of financial resources is consistent with the priorities of the development plan * Disposition of financial resources reflect priorities within regional council policies * Additional monies allocated by the authority to support specific developments are used to support these developments				
3	3.4	3.4.2	* All staff participate in the identification of priorities for the purchase of new resources				
3	3.4	3.4.3	* The guidelines in the head of establishment's manual are implemented * A consultative committee has been established * Mechanisms exist to enable staff to make suggestions for expenditure * The scheme of delegation is used when virement proposals are being considered * Budget decisions are made which reflect the priorities stated in the establishment development plan * All staff are kept informed of budgetary matters within the establishment * The school board is consulted about per capita spending in the nursery class				
3	3.4	3.4.4	* SC23 ('School funds') is implemented * Decisions on spending are reported to staff and parents * SC44 ('Procedures regarding defalcations etc. in educational establishments') is known and implemented if necessary * Parents are consulted and kept informed about establishment fund expenditure * A member of staff acts as establishment treasurer in respect of the establishment fund and other monies				
5	5.2	5.2.6	* There are opportunities for parents to see curricular resources which are used in the establishment				
6	6.1	6.1.4	* Resources and materials: - allow for curricular work and activities related to equality on gender, multicultural and anti-racist education and special needs - are free of bias, stereotyping and the potential to offend - reflect the needs of individual children, for example, large print, dual reading text - present positive images of all groups - heighten awareness of gender equality * Assessment materials: - do not discriminate unfairly against any individual/group **(cont. over)**				

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
			- positively represent a range of cultures - are free of bias, stereotyping and the potential to offend - promote the concepts of equality and justice - match the needs and abilities of the individual child				
6	6.2	6.2.2	* The head of establishment and staff implement the region's social strategy policy to provide positive action in support of children who are disadvantaged * Responsibility for monitoring the implementation of all aspects of the region's social strategy appears on the remit of a promoted member of staff * Any additional resources to support the implementation of the council's social strategy are used for that purpose				



1.1.4 The establishment has a development plan

2.1.5 Decisions are implemented speedily and effectively

3.4.1 Financial resources are allocated according to identified priorities

3.4.2 Staff are consulted and informed about financial allocations

3.4.3 DMR procedures and guidelines are implemented where appropriate

3.4.4 Procedures for monitoring establishment funds and other monies are implemented

5.1.3 Communication between management and staff is effective

5.2.7 Parents are informed and, where appropriate, consulted about all establishment matters

6.2.2 Staff and resources provided under the council's social strategy are specifically used for that purpose

QUALITY PROCESS : AGENDA

FINANCIAL MANAGEMENT

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
1	1.1	1.1.4	* The priorities identified for development take account for: - the needs of children - developments already underway in the establishment - regional and national priorities - areas requiring attention through the establishment's own internal evaluation or external evaluation by QAU or HMI - individual development needs identified as a result of staff appraisal * Planning takes account of resource implications, training needs, the pace of change and recent curricular developments				
2	2.1	2.1.5	* Information is communicated quickly and effectively by the head of establishment by: - noticeboard - daily/weekly diary - personal contact * There is a formal structure within which all staff can contribute to the management and decision-making process within the establishment, for example, through development planning * The implementation of decisions is monitored regarding agreed timescales and effectiveness * Promoted staff monitor the levels and nature of consultation and communication with staff and are made aware of the level of staff satisfaction with the procedures and outcomes of such processes				
3	3.4	3.4.1	* Responsibility for all aspects of finance appears on the remit of a promoted member of staff * Allocation of authority finance reflects curriculum priorities * The allocation of financial resources is consistent with the priorities of the development plan * Disposition of financial resources reflect priorities with regional council policies * Additional monies allocated by the authority to support specific developments are used to support these developments				
3	3.4	3.4.2	* All staff participate in the identification of priorities for the purchase of new resources * Management inform staff of annual expenditure * A staff financial committee exists * All staff are consulted about the disposition of authority finance * Mechanisms exist to enable staff to make suggestions for expenditure * All staff are consulted about the disposition of monies raised by fund-raising efforts				

Strand	Quality Pointer	Indicator	Selected Examples of Good Practice	1	2	3	4
3	3.4	3.4.3	* There is regular communication between the establishment and the administrative/finance officer (AFO) or assistant principal finance officer (APFO) * The guidelines in the head of establishment's manual are implemented * A consultative committee has been established * The scheme of delegation is used when virement proposals are being considered * All staff are kept informed of budgetary matters within the establishment * The school board is consulted about per capita spending in the nursery class * There is a staff consultative committee which meets at least once per term to consider matters relevant only to delegated management of resources (DMR) * Virement is of maximum benefit to the children * The administrative/finance assistant, supported by the administrative/finance officer, provides regular financial statements to the head of establishment				
3	3.4	3.4.4	* SC23 ('School funds') is implemented * Decisions on spending are reported to staff and parents * SC44 ('Procedures regarding defalcations etc. in educational establishments') is known and implemented if necessary * Parents are consulted and kept informed about establishment fund expenditure * A member of staff acts as establishment treasurer in respect of the establishment fund and other monies * Two signatures of nominated members of staff are required for expenditure of establishment funds and other monies * Establishment fund accounts are audited annually as required by SC59 ('Financial regulations')				
5	5.1	5.1.3	* A procedure exists for informing staff about the day-to-day business of the establishment * All appropriate information which arrives in the establishment is circulated to appropriate members of staff timeously * Staff have access to information about all matters relating to administration, organisation and procedures * The head of establishment gives information relating to the allocation of per capita				
5	5.2	5.2.7	* The views of parents are sought concerning the establishment through: - letters - questionnaires - meetings				

Strand	Quality Pointer	Indicator
6	6.2	6.2.2

Selected Examples of Good Practice	1	2	3	4
• Responsibility for monitoring the implementation of all aspects of the region's social strategy appears on the remit of a promoted member of staff • Any additional resources to support the implementation of the council's social strategy are used for that purpose • The establishment supports and makes effective use of projects set up to help combat disadvantage				

QUALITY ASSURANCE

Section 1

THE QUALITY PROCESS

Introduction

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FOREWORD

The education department is committed to providing education of the highest quality. The work of the quality assurance unit has confirmed that this is not an unrealistic target. Inspections have shown that Strathclyde is well justified in being proud of its education service. Highly competent staff providing an excellent service are to be found throughout the region. Quality assurance surveys confirm that by and large parents are also happy with the service. Of course, there is no room for complacency and much remains to be done, especially in providing educational support for those who, for one reason or another, find themselves in adverse circumstances.

Confidence in our work can only be justified if we have valid, standard criteria for monitoring and evaluation. Today we are quite rightly expected to be accountable and to be judged on evidence rather than on assertion. The quality process outlined in these documents provides that rigour, within a professional context, but always with a positive emphasis on relationships, values and the personal satisfaction that should be associated with the pursuit of education.

Two points must be stressed. First, inspection based on a sound framework is a necessary form of external evaluation. However, self-evaluation against the same criteria can be equally rigorous and, because it is continuous, can contribute far more effectively to quality improvement. Second, education is a joint endeavour between staff in schools and other establishments and support staff in the education department. The quality process applies to all. Many of our problems require attention and support from departmental staff, who must also be accountable.

The direct link between the mission statement and the quality process has an important consequence. The quality pointers, indicators and examples can provide a secure and extremely useful framework for school audit, for preparing development plans and thereafter for monitoring implementation. This is the most positive aspect of quality assurance.

I hope that staff throughout the department will use this material to clarify aims, prepare development plans and assess the effectiveness of their work. The quality process has been prepared for the pre-five, primary and secondary sectors first. Material is in preparation for other sectors, including the department as a whole and indeed the quality assurance unit itself. I am sure that staff will find that the quality process provides a powerful developmental and evaluative tool for the education service.

I commend these documents warmly to you.

FRANK PIGNATELLI
Director of Education

The Quality Assurance Unit

The quality assurance unit was set up by Strathclyde Regional Council in 1990. Its function is to contribute to the aims of the education department as expressed in the mission statement by seeking:

- *to promote quality in the department;*
- *to devise ways of assessing quality;*
- *to monitor the work of the department;*
- *to identify and disseminate good practice;*
- *to investigate issues of concern.*

As part of the development of the the unit, visits have been made to almost every pre-five establishment and school in the region, talking to staff, school boards, parents and children. In the period 1990-93, inspections have been carried out in over 100 establishments. Over 50 different aspects of educational provision within individual divisions and across the region have been reviewed and reports have been produced which highlight the considerable amount of existing good practice. Many establishments have invited members of the unit to help with the initial stages of self-evaluation and development planning. Inspectors have taken part in planned activity time, in-service courses and management training modules for headteachers. Inspectors, themselves, have been on the receiving end of advice and training.

The team, in collaboration with members of the educational development service and with help from practising teachers, has developed procedures and documentation for carrying out an external evaluation of educational establishments and services. This quality process was the subject of extensive consultation from May to October 1991, when almost five hundred pre-five establishments, schools, colleges and individuals made valuable comment. As a result the material was substantially revised. It was taken to the education committee on April 29th 1992 when the following recommendations were accepted:

- *that the mission statement in its amended form be approved by the education committee as the basis for the work of the whole department and as the basis of the quality process;*
- *that the revised quality pointers and indicators be used by Strathclyde inspectors in their duties of evaluating the work of all educational establishments; and*
- *that the quality pointers and indicators be distributed for use in establishments to assist in setting a framework for development plans, establishment audit and self-evaluation.*

The material is now offered to establishments and schools as support for the process of self-evaluation and development planning. It is not complete or perfect! There will be much to add, to delete and to argue about! Groups, comprising promoted staff from the appropriate sector, members of the educational development service and inspectors from the quality assurance unit, have been set up to revise the material over the coming year. In the meantime, we hope that you will feel free to adapt it for your own use and that you will find that the quality process described in the next few pages of some help in the daunting task of improving the education we offer to all our children.

Why quality in education?

The pursuit of quality has become a universal aim in the 1990s. In the public services there are at least five reasons why we care about quality. Firstly, we have to account for the billions of pounds spent each year on education not simply in financial terms but to ensure value for money. Secondly, although we know that the education we offer our children is generally of the highest quality we need to provide evidence of this to parents and the public. Thirdly, the education we offer must improve if we are to meet the demands of industry and commerce, not least in a single European market. Fourthly the law, through the Education (Scotland) Act 1980, demands that each education authority ensures that adequate and efficient education is provided in its area. And above all, we want to improve the quality of the education we offer for the sake of the children themselves.

What is quality?

Defining what we mean by quality is a controversial business! Of the many groups who have an interest in the education service – pre-five staff, teachers, parents, children, employers, members of the wider community, local elected members, members of parliament, managers of the education service – each has its own views about what constitutes good education. The quality assurance unit has approached the task from two angles: firstly, establishing a set of basic principles; and secondly, drawing on the considerable amount of research into what makes establishments effective.

The following set of principles underpins our ideas of quality:

Quality is: *keeping to agreed aims;*
continually trying to improve;
caring for the needs of the people we serve.

Keeping to agreed aims

This principle encompasses two ideas: establishing aims and practices which the majority accept; and ensuring that everyone complies with them. For example, the aims of the whole establishment, the topics to be undertaken, the organisation of resources, how children's progress will be recorded, all these need to be agreed through discussion and consultation. Once general agreement has been reached, however, and written into policy, everyone is bound by that policy. All staff contribute to the establishment as a whole: to the variety of activities offered; to the involvement of adults and the training of students; to the relationships between children and adults; to the overall experience that children take away with them. If that experience is to be coherent and consistent all staff must conform to the decisions of the majority.

The quality process is an attempt to establish agreed aims and practices for all establishments in the region. We believe that if we can reach agreement, through consultation, on what is generally regarded as good practice, staff will wish to accord with that good practice and we will be able to offer a coherent and consistent education to all children in the region.

Continually trying to improve

This aim hardly needs explanation or elaboration: all staff want to do better for the children they teach. It would be foolish, however, to suggest that we ever attain perfection in education. We are constrained by lack of resources, time and energy; by the social conditions in which many of our children live; and by the necessary limitations of establishments as organisations. One of the contributing factors to stress in teaching is the frustration of not being able to achieve all that we would wish for our children. But that does not mean that we cannot improve anything.

In the quality process and materials which follow, we suggest that the only way to cope with the sometimes overwhelming task of trying to improve is to tackle a little at a time. We have attempted to sub-divide the overall educational provision of an establishment into different parts and to provide a means of deciding which aspects are working well and which need attention. Staff can then concentrate on the improvement of the weaker aspects, secure in the knowledge that the establishment as a whole is working effectively.

Caring for the needs of the people we serve

The third fundamental principal in the attainment of quality is the need to provide what the customer wants: if we don't the customer goes elsewhere. In education we prefer to think of customers as partners in the educational process but the problem of defining who our partners are remains notoriously difficult. Even if we do, we are left with the problem of what emphasis should be placed on the differing views of partners and how they can be reconciled.

The materials which follow enable establishments to take account of the views of children, staff, parents, support agencies, the wider community and employers without abdicating responsibility for decision-making and overall management.

Effective educational establishments

There has been ample research on what makes one establishment more effective than another. The work of Reid, Hopkins and Holly, Rutter's study of twelve London comprehensive schools and Mortimore's study of London primary schools are particularly well known, although a plethora of books on evaluation and improvement, development planning, and quality assurance is flooding on to the market. The HMI series 'Effective Primary Schools' and 'Effective Secondary Schools'; Starting with Quality: the Education of Children Under F ive (DES); the Management Training Modules for Headteachers; and the Scottish Office Education Department (SOED) material 'Using Performance Indicators in Self-Evaluation' have been influential in Scottish schools. The research suggests that a core set of factors contributes to overall effectiveness:

- *clear aims and policies*
- *planning and organisation of learning and teaching*
- *emphasis on curricular goals*
- *high but realistic expectations*
- *effective assessment, recording and reporting of children's work*
- *monitoring of policies*

- *making the most of learning time*
- *making the best use of accommodation*
- *good working conditions*
- *varied teaching strategies and techniques*
- *a good disciplinary structure based on rewards and praise*

- *the leadership of the head of establishment*
- *effective communication*
- *good staff management and development*
- *staff stability*
- *children's participation in responsibility*

- *effective pastoral care*
- *liaison between educational sectors*
- *effective links with parents*
- *taking account of the views of all those with an interest in education*
- *an ethos of mutual trust and co-operation*
- *active support of the education authority*

The material which follows takes account of the research on establishment/school effectiveness and these core factors are clearly recognisable under the appropriate strands of the mission statement.

How do we evaluate quality?

(i) Performance indicators

Performance indicators are features of a establishment's work which can be used to evaluate its performance. Some of these features can be measured (quantitative performance indicators). Some can only be assessed through experience, judgement and professional knowledge (qualitative performance indicators).

In education, quantitative indicators might include the number of children on the record of applications for a place in a pre-five establishment, the number of adults on courses organised by the establishment or the number of days of in-service training undertaken by staff. In the quality process described below the information provided by quantitative indicators can be scanned from data and documentation and these indicators are therefore called scanning indicators. Qualitative indicators could include evidence of good communication with parents, the existence of appropriate policy documents and the efficient use of resources. The ' indicators of good practice', described in the quality process, are qualitative indicators. Both types of indicator need to be carefully analysed, interpreted and evaluated by professionals either from within the establishment or by external evaluators. They also need to be set against norms for all establishments in the region.

Performance indicators are not the whole story. They provide 'flashing lights' suggesting aspects which could be examined more closely. They tell us something about the way an establishment is working as a whole. They are not a means of judging the performance of individuals.

These strands are too broad to be of use in systematic evaluation, so each has been divided into relevant sub-headings or quality pointers. Figure (1) shows the quality pointers for pre-five establishments for all seven strands.

figure 1

(ii) A framework for quality in education

Educational establishments are such complex organisations that the process of collecting information, analysing it and drawing useful conclusions is too complicated unless it takes place within a systematic framework. Any such framework is artificial and the one described below is no exception! However, it does have the merit of being rooted in the overall aims of the education department as expressed in the mission statement. It is unique to Strathclyde establishments since no other system for evaluating educational establishments is based on the educational aims of Strathclyde Regional Council.

The framework is based on the seven strands of the department's mission statement.

Mission Statement

We aim to offer:

Education
OF THE HIGHEST QUALITY

We will seek to:

- *provide a full range of courses and services;*
- *enable all individuals to achieve their potential;*
- *supply suitable premises and resources;*
- *encourage access to education throughout life;*
- *foster genuine partnership in education;*
- *promote equal opportunity and social justice;*
- *support economic growth and prosperity.*

In turn, the quality pointers are sub-divided into statements which indicate what we should aim at to attain the aims of the mission statement. These are called indicators of good practice. Figure (2) illustrates this system more clearly.

As an example assume that it is intended to carry out an audit of the courses and services provided, in particular ' Planning'. In such an audit the establishment would wish to evaluate a number of areas. Using the series of quality pointers and indicators, the framework for audit becomes:

figure 2

Mission statement

STRAND 1 Provide a full range of courses and services

Quality pointer 1.1	**Planning**

Indicators of good practice

1.1.1	The establishment's aims are consistent with the education department's mission statement
1.1.2	The establishment's aims are reflected in its policies and practices
1.1.3	Curricular, cross-curricular and administrative policies have been drawn up
1.1.4	The establishment has a development plan

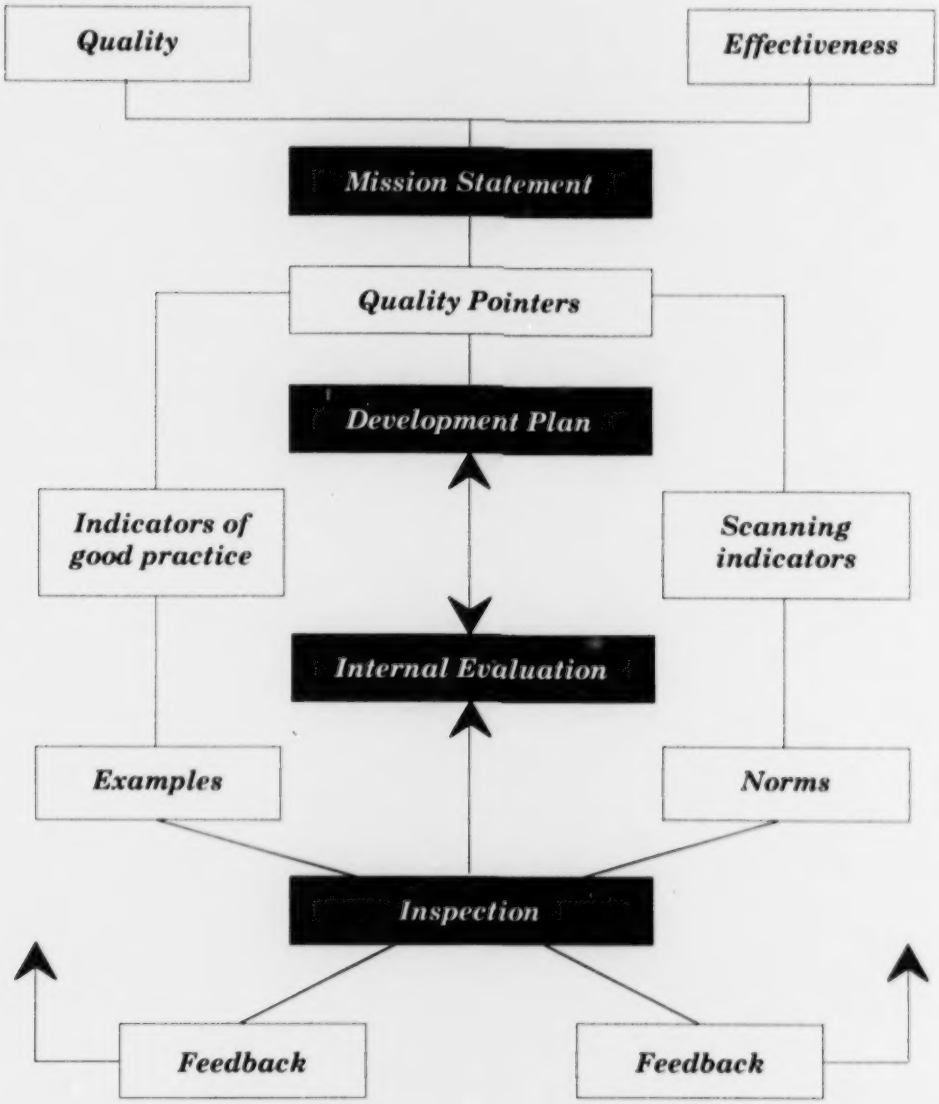
In this way the process of audit can be broken down into manageable parts. The examples which accompany each indicator of good practice describe ways of complying with the indicator.

Even the indicators, however, do not give the specific detail which establishments might find helpful in the pursuit of quality. Examples of what is meant by each indicator have therefore been included, partly to clarify the meaning and partly to suggest a checklist for taking action. These examples of good practice are not complete and you may not agree with all of them: they are provided as a starting point.

In section three, a complete page has been devoted to each of the indicators of good practice. The relevant mission strand and quality pointer is stated above the indicator,and the list of examples is given below. By putting all or most of the examples into practice, educational establishments can be confident that they are contributing towards the achievement of the education department's mission statement.

The structure of the framework is described in diagrammatic form in figure (3).

figure 3



The Quality Process in Self-evaluation

The Strathclyde Region Quality Process was originally designed by the quality assurance unit as a means of externally evaluating establishments. This framework is now offered as a support for establishment internal or self-evaluation.

1. SELF-EVALUATION

Self-evaluation is an essential aspect of development planning, whether at authority, establishment or individual level. In recent years, materials for establishment and school self-evaluation have provided some support for promoted staff to respond to the demands for greater accountability, the pressures for quality and improvement, and the need to report what goes on in establishments to various bodies.

For example, the Regional Council's reports on "Managing Progress" (1986) and "Progress Through Self-evaluation" (1988) and the modules produced as a result of the national initiative 'Management Training for Headteachers' have provided a focus for discussion and practical help. Each establishment has been encouraged to start from the position in which it finds itself and to move towards a management style and development culture in which collaborative planning involves all members of staff and other interested groups as appropriate. A list of the components of a development culture can be found in appendix (2) of the director's report on development planning and is included in this paper as appendix (1).

Participation is crucial not only to draw upon the wealth of varied experiences which can inform an evaluation exercise but to generate a sense of ownership.

"The headteacher (or head of centre) must enable the work of the school (or establishment) to benefit from all sources of insights, ideas and expertise available to it. He/she must listen for helpful comment whenever it is spoken but will hear it more often when... an organisational structure which permits the participation of all teachers (and staff) in the development of school (or centre) policy is established. This will necessitate being open to the positive contribution that can be made by staff, pupils, students, parents and other well-wishers and/or critics."

"Managing Progress", Strathclyde Regional Council (1986) p.17

Contributions to an evaluation by individuals and groups within a establishment will vary according to time and place. How this is managed is a question of judgement for the head of centre and her promoted staff. Involvement in the process includes skills, knowledge and experience which will be new to many; staff and others should be encouraged to participate, with support, as part of their own or their group's staff development programme. Certain other principles need to be kept in mind when developing a culture in which evaluation is "built in" to what goes on in the establishment:

- *everyone needs to be clear about the purpose of the process;*
- *a sense of trust needs to be fostered;*
- *discussion needs to be open;*

- *everyone should feel that their contribution is valued;*
- *establishment self-evaluation should be seen to be practical and realistic;*
- *expectations should not be raised higher than can be fulfilled.*

When and where an establishment begins is important but efforts to introduce a process of evaluation should not be delayed until the climate is "just right". A sensibly chosen evaluation project linked to development planning (involving all, or only some, of the staff), suitably managed, could be the means to create a positive climate. Guidance in climate setting is available from a number of sources, including Management Training for Headteachers Module 6, "Monitoring School Effectiveness" (1990).

2. THE AUDIT PROCESS

The remaining sections will explain how the process of evaluation in an establishment can be carried out, moving through audit, establishment development planning and implementation.

An educational audit involves the collection of information, analysing it and using it for evaluation. It is part of the establishment development planning process as illustrated in figure (4).

figure 4

(a) **The Purpose of the Audit**

An audit can help to establish a supportive and collaborative climate within an establishment in order to move positively towards improving its performance. Development planning needs to start from where an establishment is now and the audit will do that. The audit will enable the promoted and other staff to:

- *determine how well the establishment is performing in relation to its aims and the mission statement;*
- *recognise strengths on which to build;*
- *recognise areas which need improvement;*
- *identify priorities for action in the short and long term;*
- *identify staff development needs and provide a basis upon which individual and group targets may be set;*
- *show areas which have improved.*

The audit needs to be well-planned. Those involved in planning and organising the audit (the audit or development planning team) will have to face a number of issues depending on the purpose of the particular audit, such as:

- *making the purpose clear to everyone involved;*
- *allowing as wide an involvement by staff (and other interested people) as possible;*
- *deciding what evidence is required to make a judgement on performance and how that evidence should be collected;*
- *agreeing what the agenda for the audit should be and which aspects of the establishment should be included;*
- *reaching agreement about the validity of findings;*
- *translating the findings into a plan of action.*

(b) **General Audit**

A pre-five establishment might carry out a general whole-establishment audit of all key areas of its work as part of the cyclical process of development planning. This general audit would include all seven strands of the mission statement and use all of the quality pointers and corresponding indicators of good practice. The depth and detail of the audit would have to be agreed taking account of the resources available and the need for useful and valid information on which to base future management decisions.

The Strathclyde quality process with quality pointers and indicators of good practice offers the audit team the opportunity to involve all staff, and other interested partners where appropriate, in providing a detailed, professional evaluation of the work of the establishment as a whole.

Participants in the audit could be offered the full set of indicators as a proforma to evaluate the establishment's performance across all indicators of good practice. The scale for quality of performance could be a four point one of "strength"; "satisfactory"; "weakness"; "problem area". A blank proforma of this type is included in the support pack and the case study in appendix (2) illustrates how this was used and completed in one establishment. A sample of the pro-forma Priority Rating Scale is included for your information and use.

The proforma using all the indicators can also be adapted to allow staff to judge each indicator in three other ways:

1) as a simple compliance indicator answering **'YES'** it does exist or **'NO'** it does not exist in the establishment;

2) as a measure of the stage of development in the establishment:

- *very well developed*
- *quite well developed*
- *early stage of development*
- *requires attention*

3) as a priority rating in terms of time:

- *immediate action*
- *this term*
- *this session*
- *sometime*

Blank forms for each of these methods is included in the support pack.

The promoted staff or audit team would be responsible for the collection and collation of the information under each indicator. The counting of the responses under each heading would establish a simple means of determining the main areas of strength and those areas requiring attention. On each of the proformas an opportunity should be given to staff or others to indicate three areas they consider to be the main strengths of the establishment and three areas requiring improvement. This would give some professional evaluation for the audit team to compare to the statistical data collated from the proformas.

Further investigation of those areas identified as requiring attention should be pursued through the techniques listed later in paragraph (d), such as use of questionnaires, surveys, discussion with a sample of individuals, evaluation of documentation, to identify the exact nature of the problem. The use of the examples of good practice for a specific indicator would allow the exact nature of the weakness to be defined clearly.

(c) **Focused Audit**

A focused audit concentrating on a few specific areas can be used to identify exactly what the establishment is currently doing. The areas for the focused audit can follow from a general audit or from identification of a small number of priorities by promoted and other staff in consultation and discussion. A focused audit can also be used as a starting point where a full audit is not desired or where the promoted staff wishes to create the climate or to develop the skills and confidence required to carry out self-evaluation.

By using selected indicators and examples of good practice, evidence can be collected on each area by using the techniques suggested in (d) below. The indicators and examples supply an agenda for an audit of any chosen area and an organisational framework to allow the collection of evidence. This focused audit can help:

- *modify priorities;*
- *identify what is done well in an area;*
- *identify exactly what is wrong in an area;*
- *examine what could be done to put it right.*

(d) Techniques in Internal Audit

Some promoted and unpromoted staff may already be quite well advanced in setting up procedures for internal evaluation. On the other hand some may be only just beginning. In either case a good deal of informal evaluation will have already taken place in the establishment.

Those involved in carrying out the audit will have to consider a number of questions about how information for the audit is to be collected. The aim is to bring together reliable data from a number of sources. It is advisable to use a variety of methods of data collection so that information from one can help substantiate that from another. Questions to be asked are:

- *what information is required?*
- *who can provide the information?*
- *who can collect it?*
- *how can the information be collated later?*
- *can existing information be used?*
- *what would be a sensible undertaking given the resources available?*

Collation and analysis will depend upon the questions set and the techniques chosen. A major consideration is that the audit should be manageable. At the outset care should be taken to keep the audit within stated bounds of time and resources. The promoted staff or audit team will need to identify the most reliable sources of information.

A number of sources can be consulted to help with the identification and use of techniques. Skills in the use of these techniques may already exist in the establishment; some staff may seek to acquire such skills as part of their staff development. Some guidance is provided by the report "Progress through Self-evaluation", (Strathclyde Regional Council, 1988). Consideration of the advantages and disadvantages of a number of ways of collecting evidence in an evaluation is also to be found in the "Management Training for Headteachers Module, Monitoring School Effectiveness, Unit 3, Evaluation Techniques" (1990).

The following is a list of possibilities:

- *questionnaires and checklists*
- *discussions with individuals*
- *observation of playrooms*
- *analysis of childrens' work*
- *systematic reporting*
- *video or audio recording*
- *peer evaluation*
- *discussion groups*
- *use of external agencies*
- *existing documentation*
- *problem analysis*

Support materials from the quality assurance unit, already used in inspection and external audit, for some of these techniques will be included as part of a further package to be issued later; establishments may wish to use them as they are or adapt them to their particular needs.

(e) Identifying Priorities for Action

The audit, whether general or focused on just one key issue, may identify any number of areas which seem to call for improvement. It may be interesting for the audit team to compare priorities for action identified by different groups - promoted staff, pre-five staff, other staff, children, parents and other groups consulted. The number of priorities may seem overwhelming at times but a choice has to be made. Everything cannot be put right at once!

Some of the questions which should help are:

- *bearing in mind the resources available and timescales, how many priorities can be tackled?*
- *what are the current priority demands at regional and national levels?*
- *what skills will be required to bring about an improvement in an area designated as a priority for action? Some skills will already be available in the establishment, others will need to be acquired as part of staff development.*

Once the audit is complete and the priorities identified and ranked the promoted staff may wish to present the list of priorities for action, with brief arguments to support the choice, to staff and others for further consultation. An outside view may be sought, for instance from the quality assurance unit. Once the list has been agreed and the establishment has declared a commitment to the priorities, detailed plans need to be drawn up to turn the findings of the audit into action through the establishment development plan. Even if the audit has been focused on just one particular priority, it will still be necessary to make a decision about staff development and resources. The education development service will analyse establishment development plans. Taking account of regional and divisional priorities the service will respond to establishment development needs.

Summary

As a result of the audit the establishment will be in a much better position to answer three questions.

1 **Where do we want to be?**
Everyone involved in the audit and the accompanying discussion will have re-assessed what they consider to be the direction in which the establishment should movewithin the guidance provided by the mission statement and the quality pointers.

2 **Where are we now?**
Management and staff will now be able to make a judgement based upon sound evidence, systematically collected. What do we do well? What are we not so good at? How could we do it better?

3 **What do we need to focus on?**
As suggested earlier a means will have been found, perhaps after advice and support from the educational development service, quality assurance unit or the education directorate, to decide on a number of priorities.

The audit using the Strathclyde quality process will provide the establishment with:

- *soundly-based arguments to justify the course it is taking;*
- *the means to acknowledge what it does well;*
- *assistance in moving towards a participative, collaborative way of working which involves all interested groups;*
- *help in planning to manage change effectively;*
- *the means to improve quality in general.*

3. THE ESTABLISHMENT DEVELOPMENT PLAN

Development planning has been fully supported at regional and divisional level through the educational development service and staff college. The process of development planning and the structure, format and components of development plans have been detailed both in regional and divisional documentation and on in-service training sessions.

The advice given by the educational development service includes the following as the components of a development plan:

- *the aims of the establishment;*
- *the self-evaluation processes;*
- *priorities for development;*
- *targets stemming from such priorities;*
- *resource allocation - human and financial - for each priority;*
- *expected outcomes/success criteria;*
- *the external in-service training and support needed.*

As with the audit, the guidance provided by the quality pointers, indicators of good practice and examples of good practice can be used as an effective means of defining the criteria for success. Not only is the structure used similar to that for the audit but the detail provided will enable success criteria to be built in before implementation begins. The agenda for regular performance review is already set. Clarification of the concepts involved can take place at this crucial point and as monitoring begins instead of leaving it to later in the cycle. Setting success criteria at the beginning is a vital feature of the evaluation process. It will enable the establishment to answer the question, "How will we know that we have achieved the target?" Where quantitative indicators, such as the scanning indicators, can be used this is relatively easy. However, the use of qualitative indicators will still require the application of professional judgement but discussion and other evaluation techniques ought to be well structured, using the same criteria established during the audit.

As with the audit, drawing up the establishment development plan will provide opportunities to encourage a shared sense of direction and commitment by involving staff as widely as possible and drawing on their experiences and professional expertise. Development plans will enable establishments to organise their progress in a purposeful and systematic way. see figure 4 (page 11).

The aims of development planning should be:

- *to improve the effectiveness of establishments particularly in relation to the quality of learning and teaching;*
- *to support establishments in the management of change;*
- *to develop the management skills of staff;*
- *to target existing resources more efficiently and to allocate them more effectively.*

This will enable establishments to contribute to Strathclyde Regional Council's overall strategy for securing qualitative improvement in educational provision.

4. IMPLEMENTATION AND PERFORMANCE REVIEW

Within establishments progress should be reviewed regularly at team meetings, collecting evidence through observation, discussion, quantitative data, informed opinions and placing value on the professional judgement of staff. A great deal of informal evaluation already takes place in pre-five establishments: what is needed is to make this more systematic. Where this reflective and investigative approach is allied to the more formal approach using the indicators and examples of good practice, progress can be carefully monitored and improvement becomes continuous. Monitoring and evaluation are thus integrated with implementation as a performance review, and are not just something to be done at the end of the process. Both such formative and summative review processes should be built in at the planning stage.

Development planning and self-evaluation do not mean that establishments should carry out monitoring and review in isolation. The two-fold process of internal and external evaluation should complement each other. The relationship between an establishment and regional/divisional staff will develop over the next few years. There will be many occasions where regional inspectors of the quality assurance unit will join with establishment staff in the evaluation process, helping to identify priorities for action after an audit, assisting the establishment in developing audit techniques and supporting the establishment in monitoring its development plan. On other occasions, a formal inspection will be required as part of the authority's on-going programme. In both cases, contact with the quality assurance unit should be an opportunity for professional colleagues to work together for the improvement of education in the establishment. Discussion between staff and members of the unit will be structured by the agenda of the mission statement, supported by the quality pointers and indicators of good practice. These quality pointers and indicators are a means of setting a common framework for meaningful debate. Viewed as such the whole series provides common ground which can, with a flexible approach, be amended as situations change and as experience of using the quality process grows.

Inspections carried out by HMI, using their own series of indicators, can be seen as a necessary and valuable external audit undertaken in a national context. Publication of the criteria by which inspections will be carried out has offered establishments and regional authorities the opportunity to join in the process much more fully. As a result the discussion needed to improve quality in establishments can be more meaningful.

5. LOOKING TO THE FUTURE

Through formal visits to establishments on inspections, regional surveys and divisional commissions, and through informal visits and collaborative working with staff, the quality assurance unit have seen plenty of evidence of the good practice in many of the authority's establishments. However, no establishment is perfect. If we are sincere about our desire to improve the quality of education then a willingness to bring about change for the better in a planned and structured way is a vital first step.

APPENDIX 1

A DEVELOPMENT CULTURE
(director's report on development planning)

The introduction of a "development" culture in an establishment requires collaborative planning involving all members of staff.

Pre-five establishments which have a "development culture" are likely to have many of the following in place:

- *a clearly understood participative management structure with remits for all posts of responsibility;*
- *effective channels of communication both laterally and vertically within the establishment;*
- *experience of collaborative and co-operative work both within and outwith the playroom;*
- *an open resource allocation system which is clearly understood;*
- *clear job descriptions and personal specifications which include within them specific tasks and targets for individuals;*
- *clearly located responsibility for staff development within the establishment with overall co-ordination lying with a senior member of staff, but with responsibility for staff development as part of the job of every member of staff with a promoted post;*
- *experience of organising in-service and staff development to meet identified needs;*
- *a needs-identification system which operates at individual, group and whole-establishment levels;*
- *records of staff development activity;*
- *experience of establishment self-evaluation into which the processes of staff development can be fitted.*

APPENDIX 2

A PRE-FIVE ESTABLISHMENT CASE STUDY

This case study is based on an actual audit carried out in an establishment in Strathclyde.

Confidence in Greencraig Nursery School was growing. After considerable discussion over many months several projects were underway to begin the implementation of the region's guidelines for the curriculum. Efforts were also being made to involve parents even more in what went on. The head of establishment had been in post for a year and a newly promoted colleague had been appointed several months ago. The rest of the staff had, for the most part, been in post for some years. The head of the establishment had avoided introducing dramatic management changes until now. She and her colleagues felt that they were performing well enough in many areas. As elsewhere in education, the pace of change had increased enormously. A number of changes in curriculum and methodology had already been introduced in the previous five years, sometimes hurriedly, sometimes with mixed responses from staff. After consulting the staff, the head decided it was time to take stock, to undertake a whole establishment audit. She had her own views of what needed to be done: but what did others think?

Several questions were posed when the audit was first discussed.

- **Who should be members of the audit team to collect and collate information?**

  It was decided that two members of the promoted staff should be members - the head of establishment and first assistant or depute who would be the convenor. Their presence would provide necessary status to the audit. Three other members would be asked to join: two other members of staff and a parent who was already involved in establishment activities.

- **Who should be asked to contribute information?**

  There was a general willingness to include as many groups as possible, even though this was a first major audit. Eventually the groups chosen were:

  - *all pre-five staff*
  - *all support staff*
  - *the parents' committee*
  - *visitors to the establishment over a two month period*
  - *sampling of children's views*

- **How was information to be collected?**

The department of education's series of quality pointers organised under the strands of the mission statement provided a comprehensive list of features for respondents to comment upon. The first assistant or depute together with one of the staff in the audit team (who had recently completed a course which included a unit on observation and research techniques) devised a number of questionnaires for distribution to each of the groups above. The questionnaires were compiled from the list of quality pointers, a selection being made appropriate to the target audience. Staff were asked to comment on the full range of items.

- **Who was to be involved in the design of instruments, distribution and collation of responses?**

Most of the design work was carried out by the member of staff who had just completed her course. Advice was sought from two other members of staff on specific issues. Limited trialling revealed several points which needed amendment to the form of question being asked. Final versions were discussed by the audit group before distribution. A covering letter from the head of establishment accompanied each questionnaire explaining its purpose. Respondents were asked to sign the questionnaire to allow follow-up interviews if these were found to be necessary. Responses could be made anonymously if people so wished.

Collation of numerical data was shared by three members of the audit team. This proved more straightforward than had been thought. Two members compiled a list of additional comments made in the returns, categorised them and wrote up their impressions with quotations, under the seven headings of the mission statement.

- **What form should the audit report take?**

The report fell neatly into the sections indicated by the strands of the mission statement. Under each one a mixture of numerical and verbal evidence was provided. Sometimes a quotation was used to illustrate a point. A list of 21 areas requiring some attention was drawn up. These were presented in a five page report under the headings of:

- *What we do well*
- *What we do not so well.*

The promoted staff extracted their own responses and collated these separately. This enabled them to make a comparison with views held generally. They were surprised in some ways at the perceptions of others compared to their own: in other cases their own views were confirmed. They all felt the exercise was well worthwhile given the new insights they had into the life of the establishment.

- **How would a number of priorities for action be chosen?**

Clearly, trying to tackle 21 aspects in one session was out of the question. Two of the areas were urgent, of major importance, and could not be avoided. Another five had pressing claims. It was decided that four areas were enough to occupy the coming year. At this point, the quality assurance unit was invited to be consultants acting on an agenda provided by the establishment. As a result, members of the unit widened the scope of the audit by undertaking interviews with samples of staff, parents and pupils and discussed the findings with the promoted staff. Suggestions were put forward to the team for three out of five priorities to be included in the list. The selection of a final list was left for the establishment to determine and include in its development plan. As a result of the whole audit process, which had taken place principally over six weeks in March and April, a number of skills required by audit staff had been identified. Training in these was built in to the coming programme of staff development and in-service.

Three sample pages from the collation of the staff questionnaire used in the audit are included on pages 25 and 26.

GREENCRAIG PRE-FIVE CENTRE AUDIT

Extract i

Extract from the report made up from the collation of staff responses

The page is an illustration of several features of the audit process as used in Greencraig.

Note:
- the way in which

Mission Statement Strands
Quality Pointers
Indicators of Good Practice

form the agenda for the questionnaire;
- how the series of numbers in the left-hand column allows quick reference to the series of quality pointers;
- the way in which the rating scale enables quick response by the respondent and ease of collation;
- the ease with which the audit team, promoted staff and inspectors can identify strengths, areas for development and possible priorities, once information from scanning indicators had also been taken into account.

Extract ii

Extract from the lists compiled as a result of the audit

- Things we do well
- Things we do not so well

It should be rememberedthat this is a case study of how one establishment undertook a whole establishment audit. It provided the promoted staff with reliable evidence on which to make a decision about priorities for action. However, there is no suggestion that such an undertaking is required other than perhaps every three years. Even so, some of the procedures could prove useful whether the audit covers the whole establishment or just selected features of it.

Mission Statement STRAND 1 - Provide a full range of courses and services

Quality pointer 1.1: Planning		1	2	3	4	5
Indicators of good practice						
1.1.1	The establishments aims are consistent with the education department's mission statement	2	5	2	1	0
1.1.2	The establishment's aims are reflected in its policies and practices	2	4	1	2	1
1.1.3	Curricular, cross-curricular and administrative policies have been drawn up	2	4	4	0	0
1.1.4	The establishment has a development plan	5	3	1	0	1
Quality pointer 1.2: Curriculum provision						
Indicators of good practice						
1.2.1	The curriculum is consistent with regional guidelines	1	3	4	1	1
1.2.2	The process of learning is amajor component of the curriculum	5	4	1	0	0
1.2.3	The context of learning is a major component of the curriculum	5	4	1	0	0
1.2.4	Learning content is a major compentent of the curriculum	2	6	1	1	0
1.2.5	Provision is made for the development of self awareness skills	1	3	4	1	1
1.2.6	Provision is made for the development of social skills	6	3	1	0	0
1.2.7	Provision is made for the development of communication skills	4	4	2	0	0
1.2.8	Provision is made for the development of motor and perceptual skills	6	3	1	0	0
1.2.9	Provision is made for the development of investigative and problem-solving skills	5	5	0	0	0
1.2.10	Provision is made for the development of cultural awareness	3	6	1	0	0
1.2.11	Provision is made for the development of aestheic and creative awareness	5	5	0	0	0
1.2.12	There are cross curricular links	4	6	0	0	0
1.2.13	A balanced curriculum is planned which gives proper attention to each area of skill development	5	4	1	0	0
1.2.14	There is a balance between structured and unstructred activities	7	2	0	0	1
1.2.15	Individual children follow a broad and balanced curriculum	2	4	3	0	1
1.2.16	Curricular programmes are planned to ensure that children can make continuous progress	2	5	3	0	0
1.2.17	The establishment day and curricular experiences are effectively timetabled	2	2	5	0	1
1.2.18	The staff team prepare their work in advance	2	3	4	0	1
1.2.19	Curriculum development is undertaken in relation to the learning and development of pre-five children	4	3	2	1	0

KEY

1 Things we do well

2 Things we do reasonably well

3 Needs attention

4 Needs immediate attention

5 Not sufficient information

Summary of the responses from the staff on:

Things we do well or are good at Good points about the establishment	Things we do not so well Weak points Urgent attention needed
• *Exceptional support staff* • *Lack of overcrowding ... a feeling of space* • *Friendly happy atmosphere* • *An approachable and helpful management team* • *Quick and effective release of documents to staff from outside agencies* • *Well equipped* • *Good mix of ages, background, past experience etc in staff* • *Help given to SEN pupils* • *Caring attitude of the establishment as a whole* • *Knowing children as individuals and working as a team to promote their best interests* • *Open door policy - parents and staff can discuss issues openly and are welcome anytime* • *Good planning of playroom activities*	• *Failure to stimulate, challenge and stretch the more able children* • *Need for stronger curriculum links to primary schools* • *Need to use community links more* • *Need to involve fathers more where possible* • *Links to secondary school courses could be strengthened: work experience* • *Review of the activities for full-time children*

Indicators of Good Practice for a

PRE-FIVE ESTABLISHMENT

Mission Statement

We aim to offer:

Education
OF THE HIGHEST QUALITY

We will seek to:

- *provide a full range of courses and services;*
- *enable all individuals to achieve their potential;*
- *supply suitable premises and resources;*
- *encourage access to education throughout life;*
- *foster genuine partnership in education;*
- *promote equal opportunity and social justice;*
- *support economic growth and prosperity.*

Priority Rating Scale

1 _____

2 _____

3 _____

4 _____

MISSION STATEMENT: STRAND 1
Provide a full range of courses and services

Quality pointer 1.1: Planning

1.1.1 The establishment's aims are consistent with the education department's mission statement
1.1.2 The establishment's aims are reflected in its policies and practices
1.1.3 Curricular, cross-curricular and administrative policies have been drawn up
1.1.4 The establishment has a development plan

Quality Pointer 1.2: Curriculum provision

1.2.1 The curriculum is consistent with regional guidelines
1.2.2 The process of learning is a major component of the curriculum
1.2.3 The context of learning is a major component of the curriculum
1.2.4 Learning content is a major component of the curriculum
1.2.5 Provision is made for the development of self awareness skills
1.2.6 Provision is made for the development of social skills
1.2.7 Provision is made for the development of communication skills
1.2.8 Provision is made for the development of motor and perceptual skills
1.2.9 Provision is made for the development of investigative and problem-solving skills
1.2.10 Provision is made for the development of cultural awareness
1.2.11 Provision is made for the development of aesthetic and creative awareness
1.2.12 There are cross-curricular links
1.2.13 A balanced curriculum is planned which gives proper attention to each area of skill development
1.2.14 There is a balance between structured and unstructured activities
1.2.15 Individual children follow a broad and balanced curriculum
1.2.16 Curricular programmes are planned to ensure that children can make continuous progress
1.2.17 The establishment day and curricular experiences are effectively timetabled
1.2.18 The staff team prepare their work in advance
1.2.19 Curriculum development is undertaken in relation to the learning and development of pre-five children

Quality pointer 1.3: Monitoring and evaluation

1.3.1 Promoted staff monitor the implementation of policies
1.3.2 Internal evaluation takes place

MISSION STATEMENT: STRAND 2
Enable all individuals to achieve their potential

Quality pointer 2.1: Staff management and development

2.1.1 The head of establishment and promoted staff provide leadership
2.1.2 The head of establishment has high expectations of staff and recognises and values their achievements
2.1.3 Appropriate duties are delegated to promoted staff and their implementation is monitored
2.1.4 Staff are given responsibility and time to carry out assigned duties
2.1.5 Decisions are implemented speedily and effectively
2.1.6 All staff are deployed appropriately
2.1.7 After consultation, clearly understood job descriptions are provided for all staff
2.1.8 Newly appointed and supply staff are supported
2.1.9 The work of individual staff is monitored
2.1.10 The professional needs of staff are identified and a staff development programme is offered
2.1.11 The school seeks the support of the divisional directorate, the EDS and the staff college and pre-five development officers

Quality pointer 2.2: Playroom Organisation

2.2.1 Playrooms are well organised and managed
2.2.2 A variety of learning and teaching methods is used
2.2.3 Children's activities are well organised and managed
2.2.4 Activities are matched to the individual needs of all children
2.2.5 Children successfully participate in activities
2.2.6 Children are given opportunities to rest and relax
2.2.7 Staff consciously intervene to develop children's learning
2.2.8 Support is given to less able children
2.2.9 The requirements of children with a record of needs are met
2.2.10 Support is given to more able children
2.2.11 Specialist agencies from outwith the establishment are used to support learning where appropriate

Quality pointer 2.3: Ethos

2.3.1 Staff encourage children to achieve their potential
2.3.2 Children are praised for their work and their achievements are recognised
2.3.3 Children's work is displayed in classrooms and around the establishment
2.3.4 Attendance is encouraged and monitored
2.3.5 Positive relationships are fostered among staff, other adults and children
2.3.6 Self discipline is developed
2.3.7 Staff show a concern for children's welfare and are knowledgeable about their backgrounds
2.3.8 The establishment promotes self respect and a positive self-image

Quality pointer 2.4: Assessment

2.4.1 Children's learning and development is assessed
2.4.2 Staff keep records of children's progress and use this information to plan appropriately
2.4.3 Staff share information about their teaching and the children's progress as appropriate

MISSION STATEMENT: STRAND 3
Supply suitable premises and resources

Quality pointer 3.1: Accommodation

3.1.1 The accommodation is suitable for the range of activities offered
3.1.2 The playing area is appropriate to the range of activities offered
3.1.3 The premises, including the playing area, are maintained in good condition
3.1.4 The premises are adapted for children and adults with disabilities

BEST COPY AVAILABLE

3.1.5 The use of shared accommodation is timetabled
3.1.6 The establishment attempts to make the premises attractive and stimulating
3.1.7 Furniture and fittings are maintained in good condition
3.1.8 Relevant information is displayed for staff, parents and children
3.1.9 The premises are cleaned according to specification
3.1.10 Measures are taken to prevent vandalism, graffiti and litter

Quality pointer 3.2: Resources

3.2.1 Resources are available to support all areas of the curriculum
3.2.2 Resources appropriate to the age, needs and abilities of the children are available
3.2.3 An up-to-date inventory of resources is available
3.2.4 Resources can be easily accessed by staff and, where appropriate, children
3.2.5 The use of shared resources is timetabled
3.2.6 Resources, apparatus and equipment are maintained in good condition
3.2.7 The local area and community are used as a resource
3.2.8 Catering is provided according to specification
3.2.9 Resources are stored securely

Quality pointer 3.3: Health and safety

3.3.1 Health and safety guidelines are implemented
3.3.2 Resources for personal hygiene are available
3.3.3 Supervision procedures are implemented
3.3.4 Security procedures for the safety of staff and children are implemented
3.3.5 Procedures for dealing with emergency situations are known to all staff, children and parents

Quality pointer 3.4: Finance

3.4.1 Financial resources are allocated according to identified priorities
3.4.2 Staff are consulted and informed about financial allocations
3.4.3 DMR procedures and guidelines are implemented, where appropriate
3.4.4 Procedures for monitoring establishment funds and other monies are implemented

MISSION STATEMENT: STRAND 4
Encourage access to education throughout life

Quality pointer 4.1: Liaison with pre-five establishments

4.1.1 Heads of pre-five establishments co-operate with each other
4.1.2 Liaison exist between the establishment and other pre-five services in the local area

Quality pointer 4.2: Liaison with primary schools

4.2.1 The heads of establishment co-operate with associated primary schools
4.2.2 There are curricular links exist between the establishment and the associated primary schools
4.2.3 Information concerning children is shared with the appropriate primary school staff
4.2.4 The establishment participates in induction procedures for children entering P1

Quality pointer 4.3: Liaison with adults

4.3.1 Where possible, educational opportunities for adults are available in the establishment
4.3.2 Information about educational opportunities for adults available in the area is publicised in the establishment

Quality pointer 4.4: Continuing to learn

4.4.1 Children are encouraged to continue learning
4.4.2 Children are given opportunities to learn independently of the staff

MISSION STATEMENT: STRAND 5
Foster genuine partnership in education

Quality pointer 5.1: Partnership with staff

5.1.1 Staff are given opportunities to participate in the management of the establishment
5.1.2 Staff work together as a team
5.1.3 Communication between management and staff is effective
5.1.4 The management of the establishment takes account of the welfare needs of staff
5.1.5 Grievance procedures are known and, where necessary, properly implemented

Quality pointer 5.2: Partnership with parents

5.2.1 Parents are made aware of the aims of the establishment
5.2.2 Parents are given advice on how to help with their children's learning and development
5.2.3 Parents are informed about their children's progress
5.2.4 Opportunities are given for parents to discuss their children's progress
5.2.5 The establishment liaises with parents about the needs of individual children
5.2.6 Parents are encouraged to take part in the life of the establishment
5.2.7 Parents are informed, and, where appropriate, consulted about all establishment matters
5.2.8 General information for parents is available in relevant community languages
5.2.9 The establishment is sensitive to the needs of parents
5.2.10 Where established, home visiting programmes are planned in partnership with parents

Quality pointer 5.3: Partnership with other services

5.3.1 The establishment co-operates, where appropriate , with staff from, secondary schools, FE colleges, the police, the fire brigade, health services, community education, careers service and social services

Quality pointer 5.4: Partnership with the school board/advisory committees

5.4.1 The school, school board and PTA/PA (nursery class)
5.4.2 The head of establishment and school board comply with legislation (nursery class)
5.4.3 The establishment and advisory committee co-operate
5.4.4 The head of establishment keeps the school board/advisory committee fully informed about establishment matters
5.4.5 The school board/advisory committee consults and communicates with parents

Quality pointer 5.5: Partnership with students

5.5.1 The establishment co-operates with training colleges
5.5.2 The establishment co-operates in planning an appropriate programme for each student placement
5.5.3 The establishment provides appropriate professional development for each student

Quality pointer 5.6: Partnership with the community

5.6.1 The establishment co-operates with interest groups in the local community
5.6.2 The establishment contributes to local community activities
5.6.3 Co-operation exists between the establishment and groups using its premises
5.6.5 The establishment presents itself positively in the community

MISSION STATEMENT: STRAND 6
Promote equal opportunity and social justice

Quality pointer 6.1: Implementing the council's equal opportunity policy

6.1.1 Equal opportunities are provided for all children
6.1.2 All children are made aware of the equal value of others irrespective of sex, race, religion, culture or disabilities
6.1.3 Relevant legislation and regional policies are implemented
6.1.4 The content of the curriculum and resources promote a positive image of men and women, of people with disabilities or who are disadvantaged, and of religious, racial and cultural groups
6.1.5 The establishment takes account of the cultural and religious practices and beliefs of the children
6.1.6 Racist, religious and obscene graffiti is removed immediately
6.1.7 Staff undertake training on providing equal opportunities and on multicultural and anti-racist education
6.1.8 The policies on equal opportunities are reflected in the appointment and duties of all staff

Quality pointer 6.2: Implementing the council's social strategy

6.2.1 The establishment promotes caring attitudes and tolerance
6.2.2 Staff and resources provided under the council's social strategy are specifically used for that purpose
6.2.3 The establishment acts in partnership with other agencies specifically to implement the social strategy
6.2.4 Children at risk are closely monitored by promoted staff
6.2.5 The pre-five admissions policy of the regional council is implemented
6.2.6 The admissions panel has representatives from other agencies

MISSION STATEMENT: STRAND 7
Support economic growth and prosperity

Quality pointer 7.1: Awareness of working life

7.1.1 Children are made aware of the work people do
7.1.2 Children are taken to visit the places where people work
7.1.3 Adults are invited to the establishment to talk to children about their work

Quality pointer 7.2: Conservation issues

7.2.1 Children are made aware of the need to conserve the world's resources
7.2.2 Staff are encouraged to make savings in energy consumption

Quality pointer 7.3: Work experience

7.3.1 Placements for secondary school pupils and college students are available
7.3.2 School staff are informed of the opportunities for secondment to industry

Quality pointer 7.4: Support for adults

7.4.1 Where appropriate the establishment operates and extended day and year provision
7.4.2 Where appropriate the establishment provides creche and before-and-after school provision
7.4.3 The establishment provides advice on any creche and before-and-after school provision which is available locally
7.4.4 Information about welfare benefits and local support agencies is available in the establishment
7.4.5 Where possible, adult vocational education is available in the establishment
7.4.6 Information about opportunities for adult vocational education available in the area is publicised by the establishment

EXAMPLES OF PRIORITY RATING SCALES

1	2	3	4
Yes	No		
Strength	Satisfactory	Adequate	Problem
Well developed	Quite well developed	Satisfactory stage of development	Requires attention
Immediate	This term	This session	Sometime
Very high	High	Medium	Low
Excellent	Good	Fair	Poor

OTHER USES

1	2	3	4
Senior staff	Staff	Parents/board	Others
Info by survey	Info by staff discussion	Info by classroom observation	Info by interviews

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QUALITY ASSURANCE

Section 2

Quality Pointers and Indicators of Good Practice

Strathclyde EDUCATION

Mission Statement

We aim to offer:

Education

OF THE HIGHEST QUALITY

We will seek to:

- *provide a full range of courses and services;*
- *enable all individuals to achieve their potential;*
- *supply suitable premises and resources;*
- *encourage access to education throughout life;*
- *foster genuine partnership in education;*
- *promote equal opportunity and social justice;*
- *support economic growth and prosperity.*

Strathclyde
EDUCATION

STRAND 1: Provide a full range of courses and services

Quality pointer 1.1 — Planning

Indicators of good practice

1.1.1 The establishment's aims are consistent with the education department's mission statement
1.1.2 The establishment's aims are reflected in its policies and practices
1.1.3 Curricular, cross-curricular and administrative policies have been drawn up
1.1.4 The establishment has a development plan

Quality pointer 1.2 — Curriculum provision

Indicators of good practice

1.2.1 The curriculum is consistent with regional guidelines
1.2.2 The process of learning is a major component of the curriculum
1.2.3 The context of learning is a major component of the curriculum
1.2.4 Learning content is a major component of the curriculum
1.2.5 Provision is made for the development of self awareness skills
1.2.6 Provision is made for the development of social skills
1.2.7 Provision is made for the development of communication skills
1.2.8 Provision is made for the development of motor and perceptual skills
1.2.9 Provision is made for the development of investigative and problem-solving skills
1.2.10 Provision is made for the development of cultural awareness
1.2.11 Provision is made for the development of aesthetic and creative awareness
1.2.12 There are cross-curricular links
1.2.13 A balanced curriculum is planned which gives proper attention to each area of skill development
1.2.14 There is a balance between structured and unstructured activities
1.2.15 Individual children follow a broad and balanced curriculum
1.2.16 Curricular programmes are planned to ensure that children can make continuous progress
1.2.17 The establishment day and curricular experiences are effectively timetabled
1.2.18 The staff team prepare their work in advance
1.2.19 Curriculum development is undertaken in relation to the learning and development of pre-five children

Quality pointer 1.3 — Monitoring and evaluation

Indicators of good practice

1.3.1 Promoted staff monitor the implementation of policies
1.3.2 Internal evaluation takes place

STRAND 2: Enable all individuals to achieve their potential

Quality pointer 2.1 — Staff management and development

Indicators of good practice

2.1.1 The head of establishment and promoted staff provide leadership
2.1.2 The head of establishment has high expectations of staff and recognises and values their achievements
2.1.3 Appropriate duties are delegated to promoted staff and their implementation is monitored
2.1.4 Staff are given responsibility and time to carry out assigned duties
2.1.5 Decisions are implemented speedily and effectively
2.1.6 All staff are deployed appropriately
2.1.7 After consultation, clearly understood job descriptions are provided for all staff
2.1.8 Newly appointed and supply staff are supported
2.1.9 The work of individual staff is monitored
2.1.10 The professional needs of staff are identified and a staff development programme is offered
2.1.11 The establishment seeks the support of the divisional directorate, the EDS, the staff college and pre-five development officers

Quality pointer 2.2 — Playroom organisation

Indicators of good practice

2.2.1 Playrooms are well organised and managed
2.2.2 A variety of learning and teaching methods is used
2.2.3 Children's activities are well organised and managed
2.2.4 Activities are matched to the individual needs of all children
2.2.5 Children successfully participate in activities
2.2.6 Children are given opportunities to rest and relax
2.2.7 Staff consciously intervene to develop children's learning
2.2.8 Support is given to less able children
2.2.9 The requirements of children with a record of needs are met
2.2.10 Support is given to more able children
2.2.11 Specialist agencies from outwith the establishment are used to support learning where appropriate

Quality pointer 2.3 — Ethos

Indicators of good practice

2.3.1 Staff encourage children to achieve their potential
2.3.2 Children are praised for their work and their achievements are recognised
2.3.3 Children's work is displayed in classrooms and around the establishment
2.3.4 Attendance is encouraged and monitored
2.3.5 Positive relationships are fostered among staff, other adults and children
2.3.6 Self-discipline is developed
2.3.7 Staff show a concern for children's welfare and are knowledgeable about their backgrounds
2.3.8 The establishment promotes self respect and a positive self-image

Quality pointer 2.4 — Assessment

Indicators of good practice

2.4.1 Children's learning and development is assessed
2.4.2 Staff keep records of children's progress and use this information to plan appropriately
2.4.3 Staff share information about their teaching and the children's progress as appropriate

STRAND 3: Supply suitable premises and resources

Quality pointer 3.1 — Accommodation

Indicators of good practice

3.1.1 The accommodation is suitable for the range of activities offered
3.1.2 The playing area is appropriate to the range of activities offered
3.1.3 The premises, including the playing area, are maintained in good condition
3.1.4 The premises are adapted for children and adults with disabilities
3.1.5 The use of shared accommodation is timetabled
3.1.6 The establishment attempts to make the premises attractive and stimulating
3.1.7 Furniture and fittings are maintained in good condition
3.1.8 Relevant information is displayed for staff, parents and children
3.1.9 The premises are cleaned according to specification
3.1.10 Measures are taken to prevent vandalism, graffiti and litter

Quality pointer 3.2 — Resources

Indicators of good practice

3.2.1 Resources are available to support all areas of the curriculum
3.2.2 Resources appropriate to the age, needs and abilities of the children are available
3.2.3 An up-to-date inventory of resources is available
3.2.4 Resources can be easily accessed by staff and, where appropriate, children
3.2.5 The use of shared resources is timetabled
3.2.6 Resources, apparatus and equipment are maintained in good condition
3.2.7 The local area and community are used as a resource
3.2.8 Catering is provided according to specification
3.2.9 Resources are stored securely

Quality pointer 3.3 — Health and safety

Indicators of good practice

3.3.1 Health and safety guidelines are implemented
3.3.2 Resources for personal hygiene are available
3.3.3 Supervision procedures are implemented
3.3.4 Security procedures for the safety of staff and children are implemented
3.3.5 Procedures for dealing with emergency situations are known to all staff, children and parents

Quality pointer 3.4 — Finance

Indicators of good practice

3.4.1 Financial resources are allocated according to identified priorities
3.4.2 Staff are consulted and informed about financial allocations
3.4.3 DMR procedures and guidelines are implemented where appropriate
3.4.4 Procedures for monitoring establishment funds and other monies are implemented

STRAND 4: Encourage access to education throughout life	
Quality pointer 4.1	**Liaison with pre-five services**

Indicators of good practice

4.1.1 Heads of pre-five establishments co-operate with each other
4.1.2 Liaison exists between the establishment and other pre-five services in the local area

Quality pointer 4.2	**Liaison with primary schools**

Indicators of good practice

4.2.1 The heads of establishment co-operate with associated primary schools
4.2.2 There are curricular links between the establishment and the associated primary schools
4.2.3 Information concerning children is shared with the appropriate primary school staff
4.2.4 The establishment participates in induction procedures for children entering P1

Quality pointer 4.3	**Liaison with adults**

Indicators of good practice

4.3.1 Where possible, educational opportunities for adults are available in the establishment
4.3.2 Information about educational opportunities for adults available in the area is publicised in the establishment

Quality pointer 4.4	**Continuing to learn**

Indicators of good practice

4.4.1 Children are encouraged to continue learning
4.4.2 Children are given opportunities to learn independently of the staff

STRAND 5: Foster genuine partnership in education

Quality pointer 5.1 — Partnership with staff

Indicators of good practice

5.1.1 Staff are given opportunities to participate in the management of the establishment
5.1.2 Staff work together as a team
5.1.3 Communication between management and staff is effective
5.1.4 The management of the establishment takes account of the welfare needs of staff
5.1.5 Grievance procedures are known and, where necessary, properly implemented

Quality pointer 5.2 — Partnership with parents

Indicators of good practice

5.2.1 Parents are made aware of the aims of the establishment
5.2.2 Parents are given advice on how to help with their children's learning and development
5.2.3 Parents are informed about their children's progress
5.2.4 Opportunities are given for parents to discuss their children's progress
5.2.5 The establishment liaises with parents about the needs of individual children
5.2.6 Parents are encouraged to take part in the life of the establishment
5.2.7 Parents are informed and, where appropriate, consulted about all establishment matters
5.2.8 General information for parents is available in relevant community languages
5.2.9 The establishment is sensitive to the needs of parents
5.2.10 Where established, home visiting programmes are planned in partnership with parents

Quality pointer 5.3 — Partnership with other services

Indicators of good practice

5.3.1 The establishment co-operates, as appropriate, with staff from: secondary schools, FE colleges, the police, the fire brigade, health services, social work, community education, careers service and social services

Quality pointer 5.4 — Partnership with the school board/advisory committees

Indicators of good practice

5.4.1 The school, school board and the PTA/PA co-operate (nursery class)
5.4.2 The head of establishment and school board comply with legislation (nursery class)
5.4.3 The establishment and advisory committee co-operate
5.4.4 The head of establishment keeps the school board/advisory committee fully informed about establishment matters
5.4.5 The school board/advisory committee consults and communicates with parents

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.5	**Partnership with students**

Indicators of good practice

5.5.1 The establishment co-operates with training colleges
5.5.2 The establishment co-operates in planning an appropriate programme for each student placement
5.5.3 The establishment provides appropriate professional development for each student

Quality pointer 5.6	**Partnership with the community**

Indicators of good practice

5.6.1 The establishment co-operates with interest groups in the local community
5.6.2 The establishment contributes to local community activities
5.6.3 Co-operation exists between the establishment and groups using its premises
5.6.4 The establishment presents itself positively in the community

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.1	**Implementing the council's equal opportunity policy**

Indicators of good practice

6.1.1 Equal opportunities are provided for all children
6.1.2 All children are made aware of the equal value of others irrespective of sex, race, religion, culture or disabilities
6.1.3 Relevant legislation and regional policies are implemented
6.1.4 The content of the curriculum and resources promote a positive image of men and women, of people with disabilities or who are disadvantaged, and of religious, racial and cultural groups
6.1.5 The establishment takes account of the cultural and religious practices and beliefs of the children
6.1.6 Racist, religious and obscene graffiti is removed immediately
6.1.7 Staff undertake training on providing equal opportunities and on multicultural and anti-racist education
6.1.8 The policies on equal opportunities are reflected in the appointment and duties of all staff

Quality pointer 6.2	**Implementing the council's social strategy**

Indicators of good practice

6.2.1 The establishment promotes caring attitudes and tolerance
6.2.2 Staff and resources provided under the council's social strategy are specifically used for that purpose
6.2.3 The establishment acts in partnership with other agencies specifically to implement the social strategy
6.2.4 Children at risk are closely monitored by promoted staff
6.2.5 The pre-five admissions policy of the regional council is implemented
6.2.6 The admissions panel has representatives from other agencies

STRAND 7: Support economic growth and prosperity

Quality pointer 7.1 — Awareness of working life

Indicators of good practice

7.1.1 Children are made aware of the work people do
7.1.2 Children are taken to visit the places where people work
7.1.3 Adults are invited to the establishment to talk to children about their work

Quality pointer 7.2 — Conservation issues

Indicators of good practice

7.2.1 Children are made aware of the need to conserve the world's resources
7.2.2 Staff are encouraged to make savings in energy consumption

Quality pointer 7.3 — Work experience

Indicators of good practice

7.3.1 Placements for secondary school pupils and college students are available
7.3.2 Staff are informed of the opportunities for secondment to industry

Quality pointer 7.4 — Support for adults

Indicators of good practice

7.4.1 Where appropriate the establishment operates an extended day and year provision
7.4.2 Where appropriate the establishment provides creche and before-and-after school provision
7.4.3 The establishment provides advice on any creche and before-and-after school provision which is available locally
7.4.4 Information about welfare benefits and local support agencies is available in the establishment
7.4.5 Where possible, adult vocational education is available in the establishment
7.4.6 Information about opportunities for adult vocational education available in the area is publicised by the establishment

SCANNING INDICATORS

A	Necessary background information to interpret the scanning indicators
A.1	No. of children 0-3 (FTE)
A.2	No. of children 3-5 (FTE)
A.3	Total number of children 0-5 (FTE)
A.4	% children in band 1 (admission criteria)
A.5	Number on register of applications
A.6	No. of children with a record of needs
A.7	% children from APT
A.8	% children from different ethnic minorities groups
A.9	% children living with lone parents
A.10	% children living with unemployed wage earner
A.11	Availability and nature of outdoor play space
A.12	Nature of housing in the area
A.13	Total staffing complement (including support staff)

B.	Scanning indicators for the authority
B.1	Child: staff ratio
B.2	% enhancement of staff as a result of the social strategy
B.3	Per capita allocation
B.4	Unit cost per child
B.5	Number of repairs outstanding six months after they have been reported
B.6	Roll as a % of agreed total capacity
B.7	Cost per child of outstanding planned 5 year maintenance works
B.8	Annual cost of vandalism repairs
B.9	Annual value of thefts
B.10	Annual number of break-ins
B.11	Number of years since last painting: external; internal
B.12	Number of areas significantly affected by water penetration
B.13	% parents satisfied with the building (as assessed by survey)
B.14	% staff satisfied with the building (as assessed by survey)
B.15	Length of day (opening/closing times)
B.16	Length of year (number of days open)

C.	Scanning indicators for the establishment
C.1	% children in band 1 (admission criteria) on register of applications
C.2	% of adults on courses organised by the establishment
C.3	% attendance
C.4	Number of recorded racial incidents per annum (August to July)
C.5	Number of recorded accidents per annum (August to July)
C.6	No. of days in-service training taken up by individual staff/establishment

QUALITY ASSURANCE

Section 3

Examples of Good Practice

Strathclyde EDUCATION

CONTENTS

		Page
Examples of Good Practice		3
The main features of strand 1	*Examples of good practice for strand 1*	4
The main features of strand 2	*Examples of good practice for strand 2*	29
The main features of strand 3	*Examples of good practice for strand 3*	63
The main features of strand 4	*Examples of good practice for strand 4*	92
The main features of strand 5	*Examples of good practice for strand 5*	102
The main features of strand 6	*Examples of good practice for strand 6*	132
The main features of strand 7	*Examples of good practice for strand 7*	147
Bibliography		160

Examples of Good Practice

The examples of good practice outlined in the following pages bring together to some extent the professional and public perception of what constitutes good practice in pre-five establishments.

They have been compiled by a team of inspectors from the quality assurance unit who have drawn on the professional expertise of colleagues in pre-five establishments and the educational development service.

The team also used a number of other sources, such as regional documents, Scottish Office Education Department (SOED) publications and educational research documents. A bibliography at the end of section 3 lists these sources.

The examples appearing under each indicator of good practice are meant:

1 *to illuminate the meaning of the indicator and*

2 *to reveal a variety of possible ways of complying with the indicator.*

It is hoped that the examples will provide establishments with confirmation and reassurance that much of what they are doing is indeed good practice.

Reference has also been made in the examples to Strathclyde education department's Standard Circulars, where appropriate.

The quality assurance unit will be grateful to receive additional examples to those listed in section three and spacing has been provided at the foot of each page for adding your own examples or notes. Additional examples or comments on the examples can be submitted direct to the head of quality assurance unit, education headquarters, Dalian House, 350 St. Vincent Street, Glasgow.

STRAND 1: Provide a full range of courses and services	
Quality pointer 1.1	**Planning**

Indicators of good practice

1.1.1 The establishment's aims are consistent with the education department's mission statement

Examples

- The establishment aims reflect the overall philosophy of the education department's mission statement
- The establishment aims encompass each strand of the education department's mission statement
- The establishment handbook contains a copy of the education department's mission statement
- The staff handbook contains a copy of the education department's mission statement

STRAND 1: Provide a full range of courses and services	
Quality pointer 1.1	**Planning**

Indicators of good practice

1.1.2 The establishment's aims are reflected in its policies and practices

Examples

- Consultation with staff about the establishment aims has taken place
- The establishment aims meet the needs of children and take account of the views of parents and staff
- The establishment aims are contained in the establishment handbook and staff handbook
- The establishment aims are used as the basis for the development of policies
- Establishment practices are consistent with its aims
- The establishment aims appear in establishment policies and administrative material for staff
- The aims of the establishment are familiar to all staff and are publicly available
- The establishment aims are clearly understood by parents and the wider community
- Learning experiences reflect stated policies of the establishment
- Learning opportunities reflect the establishment's aims and objectives
- Curriculum planning by staff is shaped by aims, objectives, resources and environment of the establishment
- The aims of the establishment are regularly reviewed
- There is an agreed method of monitoring and evaluating the progress on implementing the establishment's aims
- The establishment handbook reflects regional and divisional aims for the pre-five service

STRAND 1: Provide a full range of courses and services	
Quality pointer 1.1	**Planning**

Indicators of good practice

1.1.3 Curricular, cross-curricular and administrative policies have been drawn up

Examples

- The Regional Council's pre-five policy principles are included in establishment policies
- The establishment has curricular policy documents on:
  - *the process of learning including how children learn, the types of activities they will participate in and the skills they require to develop further learning*
  - *the content of learning including what children will learn about in response to children interests, developmental needs and access to suitable resources*
  - *the policy will include guidance on:*
    - *language*
    - *mathematics*
    - *expressive arts*
    - *environmental education*
    - *personal and social education*
  - *the context of learning including the importance of the child's previous experience, the quality of the learning environment and the promotion of meaningful interaction with others*
- The establishment has a written policy statements on cross curricular issues:
  - *curricular principles of breadth, balance, coherence, continuity and progression*
  - *learning and teaching strategies*
  - *planning and evaluation*
  - *parental involvement, information and consultation*
  - *communication*
  - *management and organisation of playrooms*
  - *organisation of the establishment day/ week*
  - *displays*
  - *personal and social development*
  - *assessment, recording and reporting*
  - *pre-five/primary liaison*
- The establishment has written policy statements on equal opportunity issues including:
  - *social strategy*
  - *support for learning*
  - *gender*
  - *special educational needs*
  - *multicultural/anti-racist education*
  - *child protection*
  - *pastoral care*
  - *peace and conflict*
- The establishment has written policy statements on:
  - *development planning*
  - *staff development*
  - *resources*
  - *probationers and students*
  - *liaison - pre-five, primary, secondary, colleges*
  - *school board/advisory committee*
  - *link-up group*
  - *home/nursery/community links*
  - *newly appointed staff*
  - *staff remits*
  - *liaison with external agencies*
- Administrative statements/information papers on the following have been drawn up:
  - *copyright*
  - *admissions*
  - *staff cover*
  - *health and safety*
  - *attendance*
  - *fire procedures*
  - *staff routines and rotas*

STRAND 1: Provide a full range of courses and services	
Quality pointer 1.1	**Planning**

Indicators of good practice

1.1.3 Curricular, cross-curricular and administrative policies have been drawn up (cont'd)

- *educational trips and outings*
- *establishment funds and other monies*
- *conditions of service*
- *grievance and disciplinary procedures*
- *early closures*

- All establishment statements give a concise and clear description of what is to be done and by whom
- Staff participate in the formulation of policies
- Policy documents are clearly dated and give indication of when they will be reviewed
- Establishment policy documents contain:
  - *background and rationale, ie. explanation of why the policy is needed, for example, regional and divisional priorities and particular needs of the establishment*
  - *and agreed statement of aims and objectives*
  - *a concise and clear specification of what is to be done by all concerned*
  - *advice on how the new policy interrelates with other relevant policies*
  - *where appropriate, strategies for assessment*
  - *indication of resources required*
  - *provision for monitoring and evaluation*
- Policy statements are supported by practical guidelines, advice programmes and other information to ensure implementation
- There are clear guidelines available for staff in the creche and before-and-after school care on implementation of activities and programmes for the children
- The establishment has policies and practices which support the enjoyment of learning ranging from spontaneity, self-esteem, sociability, friendship and co-operation with others, based on equal opportunities irrespective of race, gender or disability
- Policy statements are drawn together in a staff handbook
- Statements in the staff handbook are consistent with Standard Circulars
- Staff have a copy or have access to all establishment policies and statements

STRAND 1: Provide a full range of courses and services	
Quality pointer 1.1	**Planning**

Indicators of good practice

1.1.4 The establishment has a development plan

Examples

- The establishment has undertaken an audit within the framework of the mission statement and the quality process to determine the present situation, strengths, weaknesses and the starting point for development
- Evidence from the audit is used to assist decision-making about the establishment development plan
- The development plan is available for parents
- An action plan involving targets, tasks and success criteria has been drawn up for each priority in the development plan
- Staff are involved in the formulation of the school development plan for example through:
  - *a core group*
  - *review/development teams*
  - *the observation of playroom activities*
  - *regular reporting by these teams*
  - *group discussion*
  - *the use of questionnaires*
  - *the use of external agencies*
- The establishment development plan reflects the establishment aims and objectives
- The establishment development plan relates to the education department's mission statement and associated quality pointers, indicators of good practice and examples of good practice
- The establishment development plan:
  - *identifies areas for development to be undertaken as priorities*
  - *outlines targets associated with the areas for development*
  - *gives a description of how developments will be implemented*
  - *specifies timescales*
  - *outlines responsibilities of individuals*
  - *identifies resources and staff development requirements*
  - *describes how developments will be monitored and evaluated*
- The priorities identified for development take account of:
  - *the needs of children*
  - *developments already underway in the establishment*
  - *regional and national priorities*
  - *areas requiring attention through the establishment's own internal evaluation or external evaluation by the quality assurance unit or Her Majesty's Inspectorate*
  - *individual development needs identified as a result of staff appraisal*
- Priorities, timescales and targets are formulated and stated clearly
- Planning takes account of resource implications, training needs, the pace of change and recent curricular developments
- The development plan is known by all staff
- Staff know the role which they will play in implementing and evaluating the establishment development plan

STRAND 1: Provide a full range of courses and services	
Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.1 The curriculum is consistent with regional guidelines

Examples

- All staff are familiar with the regional 0-5 curriculum
- Regional guidelines on curriculum and assessment are reflected in the establishment statements on the curriculum
- Playroom practice is consistent with the establishment statements
- Curriculum breadth and balance are planned
- Staff are given clear and practical advice on the nature and extent of the forward planning
- Relevant staff development is provided to ensure effective implementation of the regional 0-5 curriculum

STRAND 1: Provide a full range of courses and services	
Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.2 The process of learning is a major component of the curriculum

Examples

- Communication and investigation are the key learning processes within the establishment

- Within the key learning processes of communication and investigation:
  - *learning is enjoyable*
  - *learning experiences for children of varying development stages are provided*
  - *children are encouraged to make choices and act independently*
  - *children's prior learning and current interests are the basis for future learning*
  - *the individual learning needs of children are identified and provided for*

- Within the key learning process of communication children learn through:
  - *touch*
  - *body language*
  - *gesture*
  - *speech*
  - *signs and symbols*

- Within the key learning process of communication children extend their learning by:
  - *listening and understanding*
  - *responding and expressing*
  - *structuring language*
  - *interpreting and appreciating*
  - *describing*
  - *absorbing information*

- Within the key learning process of investigation children extend their learning through:
  - *spoken language*
  - *observation*
  - *touch*
  - *using tools, equipment and materials*
  - *listening*
  - *smell*
  - *experimenting*

- Within the key learning process of investigation children extend their learning by:
  - *exploring*
  - *planning and designing*
  - *expressing and creating*
  - *sharing and recording*
  - *solving problems*
  - *collecting and classifying information*
  - *evaluating*

STRAND 1: Provide a full range of courses and services	
Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.3 The context of learning is a major component of the curriculum

Examples

- Meaningful learning contexts are built on:
  - *children's previous experiences*
  - *quality of the learning environment*
  - *quality of interaction and relationships with others*
  - *the current experience of the child*
- The role of the adult in providing meaningful learning contexts involves:
  - *careful questioning and answering*
  - *allowing time for reflection and discussion*
  - *giving praise and encouragement*
  - *providing opportunities to share and represent ideas*
  - *providing appropriate materials and resources*
  - *carrying out assessment and appropriate planning in order to provide differentiated learning for each child*
- Children's previous experiences in:
  - *the family*
  - *the establishment*
  - *the community*
  - *the wider world*

  are used as a starting point to develop further learning
- In planning, learning and teaching staff motivate children towards further learning by considering their previous experiences
- The quality of the environment as a context for learning is marked by:
  - *opportunities for children to explore and play in their own way and in their own time*
  - *careful curricular planning*
  - *clear and defined adult roles*
  - *flexibility in response to children's interests*
  - *appropriate and accessible resources*
  - *secure, calm and happy atmosphere*
  - *attractive playrooms which motivate children to investigate further and want to learn*
  - *a wide variety of opportunities which reflect areas of interest for every child*
  - *continuous evaluation of children's learning to promote progression*
  - *a balance between structured and unstructured activities*
- Staff observation and interaction allows for planned changes in children's learning experiences

STRAND 1: Provide a full range of courses and services	
Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.3 The context of learning is a major component of the curriculum (cont'd)

Examples

- The quality of interaction and relationships with others as a meaningful context for learning is marked by:
  - *children's ability to make sense of other children's intentions, to work out the rules in any particular play situation and to participate in the imaginative play of other children*
  - *opportunities for children through play to express feelings*
  - *enthusiastic and positive responses to children by staff*
  - *praise and encouragement for all children*
  - *an empathy by staff with the children's intentions in play*
  - *support children in their play*
  - *sensitive intervention to extend children's learning*
  - *flexibility by staff in response to children's interests*
  - *knowledge and sensitivity of the staff to children's backgrounds*
- The current experience of the child as a context for learning involves:
  - *building upon children's previous experiences*
  - *appropriate selection of content*
  - *identification of children's interests and feelings*
  - *meaningful, interesting, stimulating and motivating learning activities for the child*
- The development of self awareness permeates the curriculum and is interwoven into each context and content area

STRAND 1: Provide a full range of courses and services	
Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.4 Learning content is a major component of the curriculum

Examples

- The content of the curriculum is:
  - *what children learn about*
  - *determined by the children's interests, development needs and access to suitable resources*
  - *the means by which children are enabled to learn because they have something to think and talk about*
- Content experiences are presented:
  - *using an integrated approach*
  - *in a meaningful context*
- The content of the curriculum is characterised by:
  - *breadth and balance*
  - *continuity and progression*
- The development of self awareness permeates the curriculum and is interwoven into each content and context area
- Personal, social and moral development permeates the curriculum and is interwoven into each content area
- The content of the curriculum consists of key areas of:
  - *language*
  - *mathematics*
  - *expressive and creative arts*
  - *science and technology*
- The language content of the curriculum includes the key areas of:
  - *building vocabulary*
  - *listening and responding*
  - *expressing and sharing*
  - *learning language structures*
  - *exploring books, pictures and symbols*
- The mathematics content of the curriculum includes the key areas of:
  - *sorting, matching and ordering*
  - *shape and pattern*
  - *measurement*
  - *time*
  - *money*
  - *number*
  - *information handling*
- The expressive and creative arts content includes the key areas of:
  - *music and singing*
  - *art*
  - *movement and dance*
  - *dramatic play*
  - *poetry and rhyme*
- The science and technology content of the curriculum includes the key areas of:
  - *properties of materials*
  - *the environment :*
    - *society*
    - *natural world*
    - *festivals and cultural diversity*
  - *healthy living*
  - *growth*
  - *how things change*
  - *making things work*
  - *using technology*

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Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.5 Provision is made for the development of self awareness skills

Examples

- The curriculum fosters, promotes and develops self awareness and emotional skills
- The curriculum is planned and balanced to promote self awareness skills and concepts:
  - *the knowledge of language for various parts of the body and an understanding of the relationship between them, for example, toe, foot, leg, finger, hand and arm*
  - *understanding that all human beings have a common life cycle and physical characteristics*
  - *understanding that all human beings are unable to do similar things, for example, blind people cannot see, some people can run faster than others and deaf people cannot hear*
  - *understanding of bodily constraints, for example, pain, tiredness and illness*
  - *the knowledge of bodily functions, for example, sleeping, waking, eating, toileting and running*
  - *the knowledge of the senses supported by experiences of relevant language and activities*
- The curriculum enables the development of emotional skills through:
  - *the ability to recognise, accept and verbalise emotions, for example, happiness, surprise and anger*
  - *the ability to relate to and appreciate the feelings and needs of other children and adults*
  - *the appreciation of the relationship between social behaviour and emotional feeling*
- The establishment provides a relaxed, secure environment where children are offered challenging opportunities to acquire self esteem, self confidence and a feeling of self worth
- Staff provide opportunities for the development of self awareness and emotional skills through role play, relevant language activities and play activities
- Staff are aware that opportunities for teaching self awareness skills occur at any time during the establishment day
- Adults show warmth towards children in physical contact, for example, hugging
- Staff give realistic and meaningful praise to children

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Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.6 Provision is made for the development of social skills

Examples

- Playroom practice is in accordance with the establishment policy
- The curriculum is planned and balanced to promote the following social skills:
  - *affiliation and social interaction*
  - *co-operation and resolution of conflict*
  - *kindness, consideration, care and affection*
- Through the planned curriculum the children acquire and develop social skills:
  - *the ability to co-operate through play*
  - *the ability to form good relationships with other children and adults*
  - *the ability to join with others already involved in an activity*
  - *the ability to identify acceptable and unacceptable social behaviour in themselves and other children*
  - *an appreciation of the reasons for constraints upon their behaviour in the establishment, at home and in other social environments for example, the supermarket*
  - *the ability to co-operate with others, for example, during an activity, free play and in large group situations*
  - *the encouragement and opportunity to be kind, sharing and generous*
  - *the encouragement and opportunity to help other people and accept the assistance of others*
  - *the opportunity to help in preparation of snacks*
  - *opportunity to take responsibility for the care of, for example, seedlings, plants and animals*
  - *an appreciation of the causes of disagreements and contentions and an awareness of the consequences caused by them*
  - *the language to enable and assist in social interactions*
- Forward plans detail how self respect, tolerance, conflict, resolution and caring attitudes are developed through contexts of learning
- There is a planned and effective personal and social development programme
- The staff promote the development of social awareness in children, for example, care of others, respect for people, animals, property and the environment
- Children are enthusiastic to show or tell visitors what they have done
- All learning is planned to take account of and build on the children's previous learning experiences
- Staff consistently take a positive approach to prevention of problems by careful observation and timely intervention
- Staff take a positive approach in reinforcing rules for social behaviour and safety

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STRAND 1: Provide a full range of courses and services

Quality pointer 1.2	Curriculum provision

Indicators of good practice

1.2.7 Provision is made for the development of communication skills

Examples

- Children are encouraged to develop language skills through speaking and listening in a relaxed and comfortable environment
- Children are encouraged to talk together
- Staff promote opportunities for children of different linguistic abilities to communicate and work together
- Staff encourage the development and acquisition of language skills by:
  - *listening attentively to children and providing a supportive atmosphere*
  - *encouraging children to express themselves in their own way and at their own level*
  - *their attitude and behaviour assuring children that their linguistic attempts, contributions and actions are valued*
  - *through a variety of questioning techniques encouraging discussion, expression and understanding*
  - *using the children's own experiences and interests to promote communication, interchange, conversation and expression motivating the children to talk through their activities, actions and experiences*
  - *ensuring that children are stimulated and motivated to talk and use language through the learning environment and the opportunities provided in the establishment*
  - *assisting children through the provision of appropriate words to understand what they are doing, saying and hearing*
  - *providing opportunities for children to listen to adults and other children*
  - *providing opportunities for children to listen to and participate in a variety of texts, for example, stories, nursery rhymes and poems*
- Children are encouraged to communicate their thoughts, feelings and desires through music, movement, drama and play
- There are experiences for children to enable them to develop skills and confidence in expressing themselves through:
  - *music and movement to encourage expression of emotions and gestures through rhythm*
  - *taking part in large ring games, action jingles and rhymes*
  - *listening to different kinds of music to experience rhythms associated with different cultures*
  - *encouraging children to make sounds and rhythms with a variety of instruments and with their voices*
  - *making and playing with puppets*
  - *through dramatic play learning about people, society and the world they live in*
- Children are encouraged to express ideas and feelings through art by:
  - *drawing with crayons, chalks, pens and pencils*
  - *painting with brushes, fingers, feet and various materials*
  - *modelling with clay, dough and plasticine*
  - *undertaking collage work using a variety of man made and natural materials*

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Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.8 Provision is made for the development of motor and perceptual skills

Examples

- Children are enabled to develop movement skills:
  - *locomotion skills, for example, walking, running, crawling, hopping and skipping*
  - *static balance skills, for example, balancing on one foot with arms outstretched, standing on tip toes, balancing on two feet with body, arms and head at various angles*
  - *dynamic balance skills, for example, walking while carrying objects in their hands or on their head, pulling, pushing, building and climbing*
  - *gross motor manipulation skills, for example, kicking, bouncing, catching and throwing*
  - *fine motor manipulative skills, for example, by threading, jigsaws, cutting, cooking, using tools, copying, pouring, building and construction materials*
- Children are enabled to develop perceptual skills:
  - *auditory skills, for example, listening to stories, poems, songs, opportunities to discriminate various sounds and words, experiences in rhythm and rhyme*
  - *visual skills, for example, hand and eye co-ordination, recognition of shape in relation to background, perception of shape regardless of position*
  - *tactile and kinesthetic senses, for example, touch, taste and smell*
- Staff encourage all children to develop motor and perceptual skills through participation in creative activities and self expression
- Children are encouraged to think and talk about their own actions and those of other children
- The development of movement skills are encouraged through a balance of outdoor and indoor activities
- All materials for the development of motor and perceptual skills are imaginative, flexible and managed by staff to motivate and extend the children

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Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.9 Provision is made for the development of investigative and problem-solving skills

Examples

- Planned opportunities are provided for children to develop in learning by :
  - *predicting effects, consequences and outcomes*
  - *analysing and solving problems*
  - *reflecting on issues, ideas and experiences*
  - *making comparisons*
  - *talking about their activities to other children and adults*
- The learning and teaching situations make children think, challenge assumptions, promote understanding and explore a variety of solutions to problems
- The learning and teaching strategies used in the establishment promote investigation and problem-solving through activity
- Staff promote the development of investigative and problem-solving skills:
  - *observational skills, through opportunities to look carefully at objects, pictures and activities and discuss what he/she sees*
  - *ordering skills, by encouraging children to arrange objects in a logical order along same dimension such as weight, age or height, and by matching one set of ordered items to another*
  - *understand the concepts of mathematical language such as big, long and smaller*
- Classification skills, by encouraging children to:
  - *describe, discuss and investigate the distinctive features of various objects including size, feel, shape and appearance*
  - *verbalise their perceptions about materials, how they compare with one another*
  - *group materials for themselves and talk about their reasons for doing so*
  - *understand the concepts of mathematical words such as, some, a few and many*
- Temporal awareness skills, by encouraging children to:
  - *talk about routines such as washing, breakfast, playing, visiting and bedtime*
  - *sequencing events through talk and discussion*
  - *sequencing activities*
  - *discuss and celebrate major events in their lives such as birthdays, Christmas, Divali, holidays and other festivals*
  - *observe and discuss weather and seasonal changes*
  - *observe and discuss seed growing*

89

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Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.9 Provision is made for the development of investigative and problem-solving skills (cont'd)

- *work through simple routines and timetables throughout the day*
- *understand some conceptual language of time such as morning, afternoon, yesterday and tomorrow*

- Number skills by encouraging children to:
  - *develop one-to-one correspondence*
  - *experience early cardinal and ordinal numbers such as 1, 2 and 3 and first and last*
  - *compare simple amounts in the same materials, for example, some sand, more sand*
  - *take part in simple number rhymes, jingles and songs*

- Spatial relationship skills by encouraging children to:
  - *increase their knowledge of their own bodies and how they can move*
  - *compare pictures, photographs and drawings with reality*
  - *work with materials which can fit together, join together using smaller items such as bolts and screws, and apparatus which can be taken apart and re-shaped or re-built*
  - *through investigations re-shape and rearrange materials*
  - *work with resources of varying size and shape*

- Cause and effect by encouraging children to:
  - *ask questions regarding their activities, experiences and investigations*
  - *explore and discuss the indoor and outdoor environment of the establishment*
  - *undertake activities which encourage them to compare, evaluate, draw conclusions and solve problems*

- The learning environment is attractive, encouraging and provides motivation for children to investigate and undertake activity learning

- The children have experience in the use of appropriate language to further their acquisition of investigation and problem-solving skills

- Children are encouraged to solve problems both independently and in small groups

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Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.10 Provision is made for the development of cultural awareness

Examples

- Children are enabled to understand that they are not only members of a family group but part of a wider multicultural community
- The attitudes, skills and knowledge of staff are such that children are helped to understand that they live in a multicultural society and that there are both similarities and differences between all groups of people, including family and friends
- Other races and cultures are represented in curriculum content
- The context of learning includes opportunities to look at the universal features of human behaviour and the common experiences of cultural traditions such as moving house and families
- There are materials that heighten cultural awareness such as dressing up clothes, musical instruments and picture books
- Children are encouraged to become more culturally aware by:
  - *understanding that he/she is a valued member of the community*
  - *leading each child to valuing and respecting other people no matter their race, creed, religion or class*
  - *ensuring that the curriculum includes celebrations of different festivals*
  - *promoting discussions and activities relating to different types of food, clothing, music etc*
  - *promoting opportunities and activities for children which enhance their self worth and acknowledge their talents and feelings*
  - *promoting opportunities for children to discover and discuss that other people may have different feelings, points of view or way of life from them*

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Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.11 Provision is made for the development of aesthetic and creative awareness

Examples

- Through the expressive arts experienced in the establishment the children find enjoyment and personal satisfaction
- The children increase their understanding of themselves and their individual skills through involvement in expressive arts
- The affective development of children is promoted through staff planning
- Opportunities are available for the children to develop aesthetic and creative awareness in music through:
  - *listening to a wide variety of music, for example, traditional songs, nursery rhymes, musical stories, jingles and pop music*
  - *singing a wide variety of songs in small and large groups*
  - *investigating and exploring sound using a wide range of conventional and home made instruments*
  - *making sound patterns using a variety of playing techniques such as shaking and clapping*
  - *illustrating simple stories by choosing appropriate sounds*
  - *grouping different sound levels, for example, loud sounds and fast sounds*
  - *relating musical activities to other experiences*
- Opportunities are available for children to develop aesthetic and creative awareness in movement through:
  - *role playing using simple props*
  - *exploring the 'dressing up box' individually or in small groups*
  - *simple mime using manageable body movements and facial expressions*
  - *traditional action/movement/singing games encouraging co-operation and self expression*
  - *story-telling through creative dance in response to music*
  - *participation in simple movement games in small or large groups*
  - *participation in creative response to musical stimulation for enjoyment*

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Quality pointer 1.2	Curriculum provision

Indicators of good practice

1.2.11 Provision is made for the development of aesthetic and creative awareness (cont'd)

- Opportunities are available for children to develop creative and aesthetic awareness in art through:
  - *exploration and experimentation of a range of media of varying textures, shapes and sizes to create visual pictures, patterns and expressions*
  - *experimentation with a range of media to express emotional feeling*
  - *experimentation of working with paints, chalk, crayons, pens, pencils and varied materials such as paper or cloth*
  - *simple compositions through collage work using varied materials*
  - *creation of visual patterns and pictures in three dimension using a wide variety of materials, for example, clay, dough, waste materials and junk*
  - *handling of different materials to develop appreciation of texture*
  - *problem-solving using construction materials.*

- In developing creative and aesthetic awareness through poems, stories and rhymes children are given opportunities to:
  - *use puppets to tell stories, express emotions and dramatise situations*
  - *use drama to retell or revise poems or stories*
  - *enjoy and participate in humorous stories, rhymes and poems*
  - *enjoy the wonder of fairy stories*
  - *participate in stories and rhymes with repetition*
  - *extend their listening skills through longer stories*
  - *extend their imagination through predicting the end of stories*
  - *retell stories and poems through artistic representation*

- Children's language is developed and extended through opportunities for enjoyment, pleasure, description and expression provided by planning their involvement in expressive arts

- The children develop their creative and aesthetic awareness through enjoyable activity learning

- The expressive arts promote and reinforce development in the other skills areas, for example language, social, motor etc

93

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Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.12 There are cross-curricular links

Examples

- Cross-curricular links are promoted through:
  - *agreed curriculum principles within the establishment*
  - *appropriate methodology, for example, process, context and content*
  - *playroom organisation*
  - *displays of children's work*
  - *forward planning by staff*
  - *assessment and record keeping*
  - *learning support for children*
  - *equal opportunities practices*
  - *personal and social development programmes*
  - *the inclusion of health, multi-cultural and social education.*
- Cross-curricular links are developed through language as a key learning process
- Cross-curricular links are developed through a variety of play activities
- Cross-curricular learning skills are developed such as:
  - *concentration*
  - *self discipline*
  - *independence*
  - *listening*
  - *turn taking*

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Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.13 A balanced curriculum is planned which gives proper attention to each area of skill development

Examples

- The establishment offers a challenging child centred learning environment appropriate to the ages and abilities of the children
- Curriculum planning by staff is determined by the ages and abilities of the children, the aims, objectives, resources and environment of the establishment
- Balance is achieved in the curriculum over each month
- Nursery timetables provide for breadth and balance across the day, the month and the year
- There is provision for children to progress at different rates through differentiated activities and goals
- Children who receive support for learning are given access to all areas of the curriculum
- Staff regularly monitor their planning to ensure breadth and balance

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Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.14 There is a balance between structured and unstructured activities

Examples

- Playrooms/areas are organised to ensure a balance between noisy/quiet activities
- The curriculum is balanced in terms of the variety of teaching and learning approaches adopted
- Children's learning is organised through a variety of approaches including individual work and small and large group activities
- There is a balanced between target orientated activities and child initiated, unstructured play
- Learning is promoted through a balance between structured and unstructured free play
- Through the provision of structured and unstructured activities the staff observe, support and extend childrens learning
- Through the provision of structured and unstructured activities the children learn appropriately and relevantly using the environment of people, objects, materials, places and events
- Staff roles as participators, observers, facilitators and interventionists are relevant to the structured and unstructured activities in the playroom

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Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.15 Individual children follow a broad and balanced curriculum

Examples

- Breadth and balance are reflected in the forward plans of staff
- Children experience a balance of learning styles in the activities offered
- Children experience a balance of indoor and outdoor activities as appropriate
- Children play individually and in small and large groups over the course of the day
- Through the activities there is balance between when adults do and do not intervene in children's play
- Children who receive support for learning are given full access to all areas of the curriculum
- Promoted staff monitor forward plans and their implementation to ensure there are no duplications or significant omissions
- Each child is offered broad, balanced and coherent educational experiences suitable to his/her age and ability
- The curriculum allows for individual choice, need and rate of learning

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Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.16 Curricular programmes are planned to make sure that children can make continuous progress

Examples

- Establishment strategies for ensuring continuity and progression are relevant to guide-lines and advice from regional council and other bodies
- All staff are familiar with the regional 0-5 curricular guidelines
- All staff are familiar with the 5-14 development programme
- The establishment policies include a statement on continuity and progression
- Learning and teaching is organised to encourage the continuous development of children's individual skills
- Forward plans are reviewed and evaluated before further work is planned to ensure that children make continuous progress
- Staff have high expectations of all children
- Management monitors forward plans to ensure the planned curriculum meets the needs of all children and ensures progression
- Activities offered in the playroom challenge children appropriately to extend their understanding, skills and knowledge
- Liaison exists between staff in charge of different playrooms in the establishment to ensure that coherent educational experiences allow for the continuous progress of learning of each child
- Documents and forward planning illustrate how themes/skills/experiences are developed through each term and session
- Integrated pre-five/P1 curricular programmes exist
- The establishment environment reassures the hesitant child and challenges the confident child

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Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.17 The establishment day and curricular activities are effectively timetabled

Examples

- The staff undertake efficient timetabling
- Timetables provide for breadth and balance across the day, the month and the year
- The day is planned and effectively timetabled
- The establishment timetables are implemented by all staff
- Shared resources are effectively timetabled
- Parents are aware of the establishment timetables
- All timetables allow for flexibility

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Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.18 The staff team prepare their work in advance

Examples

- Curricular planning time for all pre-five staff is targetted towards curricular priorities
- The forward plans of staff reflect the establishment development plan
- Forward plans take account of establishment policies
- Documents and forward planning illustrate how themes/skills/experiences are developed through each month and session
- Curriculum planning by staff is determined by ages and abilities of the children, aims, objectives, resources and environment of the establishment
- There is long term planning for a whole session to ensure balanced coverage of the curriculum
- Short term plannng is responsive to children's interests
- Breadth and balance are reflected in the forward plans of staff
- Forward plans take account of information derived from assessment of children
- The children's previous experiences are taken into account when planning work
- The forward plans of staff contain statements of curricular tasks to be undertaken and methods deployed
- There are regular opportunities for joint planning sessions
- The quality of staff preparation contributes to the motivation of children
- Staff are made aware of the opportunities available in the local area and are encouraged to incorporate these into their forward plans.
- Staff ensure that they have appropriate and sufficient resources with which to provide relevant learning experiences
- Staff review their planning and evaluations before planning future work and practice
- Promoted staff discuss and monitor the forward plans of staff
- Planning takes account of resource implications, training needs and recent curricular developments
- Planned activity time and in-service training activities are planned and agreed with relevant staff within the context of identified establishment priorities

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Quality pointer 1.2	**Curriculum provision**

Indicators of good practice

1.2.19 Curriculum development is undertaken in relation to the learning and development of pre-five children

Examples

- The aims and objectives identified in the curriculum statements are the basis for developments
- On-going developments are consistent with the establishment development plan
- There is an organised approach to curriculum development with agreed targets, timescales and areas of responsibility
- Time is allocated within planned activity time and in-service days for curriculum development
- The establishment is aware of curriculum developments which have taken place at a local/divisional/regional/national level
- Promoted staff lead the process of curriculum development by :
  - *presenting starter papers for discussion*
  - *providing opportunities for staff to review new resources*
  - *giving support to staff trialling new developments*
  - *working alongside staff in the playroom*
- Different methods of developing the curriculum are used within the establishment, for example :
  - *discussion*
  - *brain-storming*
  - *working in pairs*
  - *working in teams*
- Expertise within the establishment is used when undertaking curriculum development
- Expertise from EDS and colleges is sought in undertaking curriculum development
- There is staff development to support the curriculum developments
- Where possible, opportunities exist for staff to work with colleagues in other establishments on curriculum development
- Where possible, opportunities exist for staff to visit other establishments where developments have taken place in areas prioritised in the development plan

101

STRAND 1: Provide a full range of courses and services	
Quality pointer 1.3	**Monitoring and evaluation**

Indicators of good practice

1.3.1 Promoted staff monitor the implementation of policies

Examples

- Promoted staff evaluate the effectiveness and implementation of school policies
- They do this by monitoring:
  - *staff planning*
  - *playroom practice*
  - *children's work*
  - *the results of assessment procedures*
  - *the contribution of specialists*
  - *the work of ancillary staff*
  - *the suitability and use of resources*
  - *their own performance and effectiveness*
- Promoted staff have in depth knowledge of playroom practices
- This knowledge is obtained by:
  - *working with staff and children*
  - *observing in playrooms*
  - *dialogue with staff*
  - *reports from staff*
  - *discussing staff's forward plans with them*
  - *sampling children's work*
- Promoted staff have knowledge of the theory and practice of education for the pre-five child
- Promoted staff regularly update their knowledge of the theory and practice of education for the pre-five child
- Promoted staff assist in the evaluation and improvement of playroom practice by:
  - *discussion with staff*
  - *encouraging staff to work co-operatively*
  - *encouraging self-evaluation*
  - *using external support*
  - *including reviews of practice during planned activity time and in-service training time*
- Staff know the monitoring procedures in the establishment
- Commitment to on-going evaluation permeates the whole establishment and is seen in the willingness of staff to discuss strengths, weaknesses, efforts to improve, change and development
- Management of the establishment monitors overlap, duplication and identifies gaps in the curriculum
- Management regularly reviews the effectiveness of their management of the establishment by examining remits, communication, style and leadership
- There is monitoring by all staff of children's learning experiences
- Staff know their work is monitored and appropriate action takes place as a result of such monitoring
- The establishment monitors the quality of its information and consultation papers
- Communication links with parents are regularly monitored and evaluated

STRAND 1: Provide a full range of courses and services	
Quality pointer 1.3	**Monitoring and evaluation**

Indicators of good practice

1.3.2 Internal evaluation takes place

Examples

- The establishment evaluates its own performance within the framework of the education department's mission statement
- Individual staff evaluate their own performance within the framework of the education department's mission statement
- The mission statement, indicators and examples of good practice are used to assist evaluation
- Some time is set aside for establishment evaluation
- Promoted staff provide opportunities for staff to evaluate and reflect on their own practice
- Evaluation highlights strengths and areas for development
- All staff are involved in some way with the whole establishment evaluation
- All staff are clear about the purpose of evaluation and are made aware of the results
- The process of evaluation includes:
  - *the results of monitoring by promoted staff*
  - *staff meetings*
  - *the analysis of staff development needs*
  - *group discussions*
  - *staff questionnaires*
  - *parental surveys*
  - *interviews*
  - *observation*
  - *discussion*
  - *checklists*
  - *discussions with community groups and external agencies*
  - *children's work*
  - *personal evaluation*
- Agreement is reached on the action to be taken that includes :
  - *specific targets*
  - *tasks to be undertaken*
  - *roles and responsibilities*
  - *timescales in which each task should be completed*
  - *resources required*
  - *methods to be used in monitoring progress*
  - *criteria for measuring success*
  - *arrangements for reporting and evaluation at the end of the target period*
- Staff periodically review and evaluate the effectiveness of policies
- Assessment information is used to evaluate the effectiveness of learning and teaching

STRAND 1: Provide a full range of courses and services	
Quality pointer 1.3	**Monitoring and evaluation**

Indicators of good practice

1.3.2 Internal evaluation takes place (cont'd)

- The establishment monitors the quality of its information and consultation procedures
- Staff feel able to take part in self and establishment evaluation within a climate of trust and support
- Staff take part in discussions and evaluation of their work and the work of the establishment as a routine part of their development
- Management regularly review the effectiveness of their management of the establishment by examining remits, communication, style and leadership
- Commitment to continuous evaluation permeates the establishment by the willingness of staff to discuss strengths, weaknesses, efforts to improve, change and development
- A number of approaches are used to evaluate learning and teaching including:
  - *self analysis*
  - *discussion with colleagues, line manager*
  - *use of external support person*
  - *staff development*
  - *PAT/in-service time*

STRAND 2:	Enable all individuals to achieve their potential
Quality pointer 2.1	**Staff management and development**

Indicators of good practice

2.1.1 The head of establishment and promoted staff provide leadership

Examples

- The head of establishment has a clear remit known to all staff and parents
- Effective leadership of the head of establishment and promoted staff is demonstrated through:
  - *participative management*
  - *effectively managing the curriculum*
  - *consulting staff on significant issues while retaining the ultimate responsibility for decisions*
  - *setting up good lines of communication in the establishment*
  - *having a good knowledge of regional policy*
  - *being personally involved in the establishment and the community*
  - *maintaining a purposeful profile in the establishment*
  - *effective knowledge of theory and practice*
  - *positive interpersonal relationship*
- Effective staff leadership at all levels of management is encouraged, based on an ethos of consultation and participation
- The head of establishment is the leader of an effective staff team which works towards the success of the establishment and feels involved in policy development
- The head of establishment and promoted staff are a positive influence in the life of the establishment
- The management of the establishment is aware of the availability of divisional and regional support and uses this as appropriate
- Promoted staff value the views of staff
- Promoted staff manage monitoring and evaluation by identifying key issues with staff:
  - *curricular aims*
  - *methodology*
  - *use of resources*
  - *assessment and reporting*
- Promoted staff monitor and evaluate:
  - *quality of work of each member of staff*
  - *staff's planning*
  - *children's achievements*
  - *the contribution of specialists*
  - *work of ancillary staff*
- Management regularly review the effectiveness of their management of the establishment by examining remits, communication, style and leadership
- The head of establishment and promoted staff show commitment to the pastoral care of staff
- The head of establishment and staff develop policies that are balanced between articulating aims and practical advice on implementation
- The head of establishment fosters initiatives from members of staff
- There is a formal structure within which all staff can contribute to the management and decision-making process within the establishment
- There are frequent, structured management meetings for the purpose of information exchange, decision-making, policy formation and review

STRAND 2:	Enable all individuals to achieve their potential
Quality pointer 2.1	**Staff management and development**

Indicators of good practice

2.1.2 The head of establishment has high expectations of staff and recognises and values their achievements

Example

- The head of establishment and promoted staff have high expectations of others and are good role models
- The talents and personal interests of staff are used to develop the curriculum, for example, music, gardening and sport
- Use is made of individual expertise and experience to support curriculum development
- Staff are encouraged to initiate new developments for their own group or establishment
- Staff receive praise and encouragement, for example, at staff meetings, personal supervision and informally during the working day
- The head of establishment expects high standards of work from all staff in the establishment
- The head of establishment actively fosters initiatives from members of staff
- Staff are consulted about important issues affecting the establishment
- Promoted staff value and respect the views of staff
- The head of establishment recognises and appreciates the contribution of staff
- Staff involved in courses disseminate information on return to the establishment, for example, by written or verbal reports and presentations
- Staff are encouraged to monitor and evaluate their work by, for example, staff proformas, supervision and support meetings
- Staff are made to feel part of the team through participative management by the head of establishment
- Expectations of the head of establishment, though high are realistic
- Individual staff supervision is carried out regularly by management

STRAND 2: Enable all individuals to achieve their potential

Quality pointer 2.1	**Staff management and development**

Indicators of good practice

2.1.3 Appropriate duties are delegated to promoted staff and their implementation is monitored

Example

- The deployment of promoted posts is appropriate to the needs of the establishment
- Promoted staff are consulted about their deployment
- The expertise and experience of promoted staff are matched to the curricular and management needs of the school
- The skills, qualities and experience of staff are considered as part of the process of allocating duties
- Promoted staff have remits outlining appropriate duties
- Management responsibility for all aspects of the work of the establishment is included in the remits of appropriate promoted members of staff
- Promoted staff monitor the level and nature of consultation and communication with staff
- Promoted staff ensure that there is an effective monitoring procedure in relation to staff management
- Promoted staff monitor and evaluate:
  - *quality of work of each member of staff*
  - *staff's planning*
  - *children's work*
  - *the contribution of specialists*
  - *work of ancillary staff*
- Promoted staff use a range of procedures for monitoring and evaluation:
  - *progress meetings with staff*
  - *working in groups alongside staff and children*
  - *written progress reports from specialists*
  - *observing outcomes of group work*
- All staff are aware of the roles of management and areas of responsibility
- A promoted member of staff has responsibility for monitoring the work of ancillary staff
- The effectiveness of promoted staff in carrying out delegated duties is monitored by the head of establishment
- Promoted staff are appointed in accordance with regional council policy
- Absence cover arrangements are operated in accordance with regional council guidelines

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.1	**Staff management and development**

Indicators of good practice

2.1.4 Staff are given responsibility and time to carry out assigned duties

Examples

- The roles, responsibilities and duties of promoted staff are known to all other members of staff and are outlined in the staff handbook
- The responsibilities of staff are known to parents, support agencies and others associated with the establishment
- Where required, time is given to staff for assigned duties
- In allocating tasks and responsibilities management have due regard to the time implications
- A member of staff has responsibility for the planning and co-ordination of the resources available in the local community
- Health and safety representatives are given reasonable time off for training purposes
- There is a named person with a remit of contacting other agencies and individuals
- There is a named contact person with responsibility for liaison with local groups
- Staff pilot new resources or programmes before a decision is made to introduce them into the establishment
- Staff are clear about their own authority, responsibility and accountability in relation to their duties

STRAND 2: Enable all individuals to achieve their potential

Quality pointer 2.1	**Staff management and development**

Indicators of good practice

2.1.5 Decisions are implemented speedily and effectively

Examples

- Information is communicated quickly and effectively by the head of establishment by:
  - *noticeboard*
  - *daily/weekly diary*
  - *personal contact*
- There is a formal structure within which all staff can contribute to the management and decision-making process within the establishment, for example, through development planning
- There are frequent, structured management meetings for the purpose of information exchange, decision-making, policy formation and review
- Decisions taken at management meetings are recorded in a minute
- The minutes of the management/promoted staff meetings are made available to staff
- There is a good communication system which allows two way exchange of information and ideas
- The implementation of decisions is monitored regarding agreed timescales and effectiveness
- Promoted staff monitor the level and nature of consultation and communication with staff and are made aware of the level of staff satisfaction with the procedures and outcomes of such processes

109

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.1	**Staff management and development**

Indicators of good practice

2.1.6 All staff are deployed appropriately

Examples

- The expertise, qualifications and strengths of staff are known to the head of establishment and management team
- Staff/child ratios are in accordance with regional guidelines
- Appropriate supervision of children is provided in playrooms, dining areas, sleeping areas, outdoor/playground areas, corridors, toilets and on outings
- Staff are deployed according to the needs, ages and development of the children in the establishment
- Staff deployment takes into account building design, playroom layout and the opening times of the establishment
- The skills, experience and qualities of staff are considered in the process of allocating staff to children
- The appropriate staff are deployed to enable the effective implementation of the curriculum, taking into account the range of staff qualifications and expertise available
- The staffing is matched to the roll, curricular and management needs of the establishment
- Staff are consulted about their professional development
- The talents and personal interests of staff are used to develop the curriculum, such as
  - *music*
  - *gardening*
  - *sport*
- Skills and expertise of staff within the establishment are effectively used within the staff development programme
- In the deployment of staff, consideration is given to the career development needs of individuals
- Contributions from support staff and specialists are planned, co-ordinated and reviewed
- The duties of ancillary staff are clearly defined and understood by all staff
- The head of establishment considers the issues when deploying job-sharing staff
  See Standard Circular 54 - *('Job-sharing scheme')*
- The establishment uses bilingual staff, where appropriate, to support colleagues, children and parents
- The establishment uses staff's additional communication skills to support colleagues, children and parents, for example signing for the deaf

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Quality pointer 2.1	**Staff management and development**

Indicators of good practice

2.1.7 After consultation, clearly understood job descriptions are provided for all staff

Examples

- The duties and responsibilities of all members of staff are contained in agreed remits
- Staff duties, responsibilities and job descriptions are contained in the staff handbook and are known to relevant support agencies and community groups
- Individualised job descriptions reflect the following elements:
  - *title of post*
  - *accountability: to whom the person is responsible*
  - *authority: who are accountable to the person*
  - *relationships: with whom the person liaises*
  - *key tasks including:*
    curriculum implementation
    curriculum development
    advising/supporting roles
    management/administration
    liaison/communication
    monitoring
  - *how and when the job description will be monitored and reviewed*
- All staff have a job description which undergoes periodic review
- The head of establishment has a clear remit known to all
- The duties of ancillary staff are clearly defined and understood by staff
- All staff are made aware of the establishment timetable, their roles and responsibilities at any given time
- All staff are aware of the roles of management and areas of responsibility

111

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.1	**Staff management and development**

Indicators of good practice

2.1.8 Newly appointed and supply staff are supported

Examples

- A promoted member of staff is responsible for supporting new members of staff
- A staff handbook detailing general information is available for all new supply staff
- All establishment policies are available to new staff
- Support for new members of staff includes provision of help as required, in playroom methodology, management and organisation, planning and evaluation
- There is a planned programme of induction and training for all new staff
- Staff support the work of colleagues by sharing resources
- The 'Training Units for First Year Probationer Teachers' GTC (1992) are used if required

STRAND 2: Enable all individuals to achieve their potential

Quality pointer 2.1	Staff management and development

Indicators of good practice

2.1.9 The work of individual staff is monitored

Examples

- Monitoring procedures are planned and supported by statements on the method to be used, person(s) responsible, timeframe and the criteria to be used for evaluation
- Use is made of self evaluation materials produced by the quality assurance unit and other regional groups, other establishments, commercial sources or SOED
- Staff have strategies for reflecting on their own practice and reviewing their work as part of their planning
- Whole staff discussion takes place on both standards and expectations of presentation of work and achievement
- There is a structured approach to the planning and monitoring of children's experiences across all aspects of the curriculum
- A number of approaches are used to evaluate learning and teaching including:
  - *self analysis*
  - *discussion with colleagues, line manager*
  - *use of external support person*
  - *staff development*
  - *planned activity time/in-service time*
- Management have access to forward plans
- Management respond to the forward plans
- Forward plans and their implementation are monitored and evaluated by management
- Promoted staff monitor and evaluate:
  - *the work of each member of staff*
  - *learning and teaching strategies*
  - *staff's planning*
  - *children's learning*
  - *the contribution of specialists*
  - *the work of ancillary staff*
  - *results of assessment*
  - *the suitability and use of resources*
  - *displays*
- Promoted staff use various means of monitoring and evaluating:
  - *holding progress meetings with staff*
  - *working in groups alongside staff and children*
  - *commissioning written progress reports from specialists*
  - *observing outcomes of group work*
- The results of monitoring and evaluation are used to inform decision-making within the establishment
- Action takes place as a result of this monitoring and evaluation

113

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.1	**Staff management and development**

Indicators of good practice

2.1.10 The professional needs of staff are identified and a staff development programme is offered

Examples

- Staff have a positive attitude to staff development
- There is an efficient system for circulating reports and documents and a central storage point for these is known to all
- In the deployment of staff due consideration is given to their career development
- Staff development needs of all staff are identified, prioritised and attempts made to address them
- Management is sensitive to the needs of staff in relation to the organisation and management of the establishment
- Skills and expertise of staff are effectively used within the staff development programme
- The establishment invites other agencies to contribute to staff development, for example, personnel from colleges, health services, social work, local clergy and psychological services
- Staff visit other establishments to contribute to their own staff development
- Staff take part in discussions and evaluation of their work and the work of the establishment as a routine part of their development
- There are effective mechanisms to identify the staff development needs of both the establishment and individual staff
- Priorities for staff development are agreed and stated
- The establishment supports, gives priority to and encourages the attendance of individual staff at appropriate in-service activities
- Procedures exist for disseminating information/knowledge gained from attendance at in-service courses
- PAT and INSET activities are planned and agreed with relevant staff within the context of identified establishment priorities
- Staff are given the opportunity to discuss and where necessary respond to current reports from the local authority and national bodies
- There are opportunities for representatives from professional agencies to contribute to staff development
- Staff development profiles exist

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.1	**Staff management and development**

Indicators of good practice

2.1.10 The professional needs of staff are identified and a staff development programme is offered (cont'd)

Examples

- The establishment has a strategy for staff development in learning and teaching issues
- Information about courses is disseminated to staff
- There is a systematic approach to staff development
- Staff are actively involved in identifying their own and the establishment's development needs
- Senior management are aware of individual staff development needs
- Staff have a thorough knowledge of the learning and teaching approaches used in the establishment
- Use is made of individual expertise and experience to support curriculum development
- Each member of staff plans and implements her/his personal professional development which is relevant to her/his professional needs
- Staff are helped to realise their personal potential and careers aspirations
- Staff development programmes and activities are monitored, evaluated and reviewed

115

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.1	**Staff management and development**

Indicators of good practice

2.1.11 The school seeks the support of the divisional directorate, the EDS , the staff college and pre-five development officers

Examples

- The overall strategy for the involvement of the appropriate agency to support learning is planned and organised
- The establishment makes use of staff from other parts of the education service:
  - *education officers*
  - *regional and divisional advisers*
  - *divisional development officers*
  - *pre-five development officers*
  - *advisory teachers and staff tutors*
  - *psychologists*
  - *learning support services*
  - *peripatetic teachers for the visually and hearing impaired*
  - *centres for travelling and show children*
  - *home and school link centre*
  - *multicultural education centre*
  - *language centres*
  - *staff college*
  - *educational audiologists*
  - *community education service*
  - *associated schools and establishments*
- The establishment invites staff from these services to contribute to staff development
- A member of the promoted staff has responsibility for initial contact and co-ordination with each agency

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.2	**Playroom organisation**

Indicators of good practice

2.2.1 Playrooms are well organised and managed

Examples

- There are clear playroom routines including, routines for :
  - *organisation of snack and meal times*
  - *promoting personal hygiene*
  - *gaining access to materials and equipment*
  - *moving from group to individual work*
  - *moving from structured to unstructured activities*
  - *moving from one activity to another*
- Resources relevant to children's ages and development are available
- Materials and equipment are in good order, labelled, tidily stored and accessible to children and staff
- Children work in groups for specific activities
- A variety of identified activity areas are established including:
  - *role play areas*
  - *areas for painting, modelling, craft work, sand and water play*
  - *book areas for story reading and individual reading*
  - *quiet areas*
  - *areas for making music, playing with puppets and for drama and dance*
  - *areas for construction activities*
  - *areas for problem-solving activities such as classification and number activities*
  - *areas suitable for physical play*
  - *outside play areas*
  - *areas for science and environmental studies*
  - *areas suitable for babies using the treasure basket*
  - *areas suitable for heuristic play*
  - *areas suitable for children to rest*
- The provision and organisation of furniture takes into account children's age, size and safety

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.2	**Playroom organisation**

Indicators of good practice

2.2.2 A variety of learning and teaching methods is used

Examples

- A variety of learning and teaching methods which take account of individual needs are used in the establishment
- The curriculum is balanced in terms of the variety of learning and teaching approaches adopted
- The promotion of understanding is based on active learning
- Differentiated learning experiences are provided through the use of :
  - *structured material*
  - *different activities*
  - *a variety of methodology including individual, small and large group activities*
- Learning and teaching methods are influenced by the information gathered from children's prior learning and assessments
- There is recognition of the sensitive balance between children's need to explore independently and opportunities for staff to extend learning
- Staff demonstrate a range of methods for responding to individual children's enquiries/ problems
- The variety of learning experiences contributes to the motivation of children in relation to encouraging self confidence, self discipline, co-operation, independence and enthusiasm
- Children are involved in a range of practical learning activities :
  - *predicting effects, consequences and outcomes*
  - *solving problems, classifying and ordering*
  - *reflecting on issues, ideas and experiences*
  - *making comparisons*
  - *drawing conclusions*
  - *initiating discussion*
- Children are involved in well-planned outside visits
- A variety of approaches is employed to assist in the evaluation and improvement of learning and teaching:
  - *self analysis*
  - *discussion with colleagues*
  - *use of external support*
  - *staff development arrangements during planned activity time/in-service time involvement in working groups*
- Learning and teaching strategies are periodically reviewed

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.2	**Playroom organisation**

Indicators of good practice

2.2.3 Children's activities are well organised and managed

Examples

- There is a balance of opportunity between individual, small group and large group activities
- Learning activities are attainable, challenging and provide opportunities to extend learning
- Children evaluate their achievement
- There are clear playroom routines for :
  - *gaining access to and returning materials and equipment*
  - *moving from structured to unstructured activities*
  - *moving from group work to individual work, to whole room work and vice versa*
- Daily programmes for each playroom and group of children are written and displayed
- Children participate in a range of activities related to their prior learning, interests and development for their age group
- All staff with the support of promoted staff regularly monitor children's experiences
- Routines for babies and toddlers are consistently implemented and reviewed
- The establishment environment reassures the hesitant child and challenges the confident child
- Staff plan and prepare their work :
  - *daily*
  - *weekly*
  - *monthly*
- Plans are reviewed before starting the next day's, week's and month's work
- Children exhibit a sense of purpose when they are engaged in tasks

STRAND 2: Enable all individuals to achieve their potential

Quality pointer 2.2	**Playroom organisation**

Indicators of good practice

2.2.4 Activities are matched to the individual needs of all children

Examples

- The establishment offers a challenging child centred learning environment appropriate to the development of the children
- Learning programmes are based on the interests, prior learning and development of individual children
- The sequencing and pacing of a flexible learning programme enables individuals to progress at their own pace
- The planned curriculum sets realistically achievable targets for all children
- Children are not hindered by the necessity to progress at the same rate as their peers
- Experiences offered to children take account of their varied ability and interest levels
- Staff demonstrate sensitivity to the needs of individual children throughout their playroom organisation and practice
- Appropriate programmes are set up in consultation with children, parents and staff
- Staff are aware of the strengths and areas for development of individual children
- Forward planning by staff takes into account the interests, prior learning and development of individual children
- Assessment procedures ensure that children's progress is monitored
- Learning programmes are relevant, interesting and challenging

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.2	**Playroom organisation**

Indicators of good practice

2.2.5 Children successfully participate in activities

Examples

- Learning and teaching is organised to encourage the continuous development of the individual child
- Choices offered to children are differentiated
- There is evidence from the curricular planning and playroom practice that stimulating experiences which encourage learning are provided for children
- Children participate enthusiastically in varied activities
- Children have some responsibility for their own learning
- Children are encouraged to access, use and return resources independently
- Children are aware of what is expected of them and are encouraged to do their best in any situation
- Children exhibit a sense of purpose when they are engaged in tasks

121

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.2	**Playroom organisation**

Indicators of good practice

2.2.6 Children are given opportunities to rest and relax

Examples

- A quiet area is provided for children to relax
- Appropriate accommodation is provided for sleeping children
- Establishment routines provide opportunities for children to rest and relax
- Appropriate equipment and furniture is provided for children to rest and relax:
  - *carpets on the floor*
  - *cushions and pillows*
  - *folding beds*
  - *mattresses or equivalent mats*
  - *cots for babies*
  - *covers such as quilts and blankets*
- Staff are sensitive to the individual needs of children for rest and relaxation, and are prepared to provide rest for young children when required
- Adults and children are encouraged to be quiet in areas where children are resting and sleeping
- A member of staff is designated to supervise children who are resting or sleeping
- Attention should be paid to the environment within which children are resting and sleeping:
  - *room temperature*
  - *room lighting*
  - *ventilation*
  - *calming decoration*
  - *attention to thirst and hunger*
  - *attention to children's physical and emotional care*

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.2	**Playroom organisation**

Indicators of good practice

2.2.7 Staff consciously intervene to develop children's learning

Examples

- Staff have realistic expectations of children at all levels of development and make appropriate demands of them
- Adult/child interaction creates a learning environment based on dignity and independence, self confidence, socialisation and friendship
- There is recognition of the sensitive balance between children's need to explore independently and opportunities for staff to extend learning
- The staff's use of language with the children demonstrates a variety of positive techniques and styles
- The strengths and areas for development of individual children are known and staff differentiate expectations and learning and teaching strategies appropriately
- Staff are aware of children's backgrounds
- Staff are aware of children's prior learning
- The establishment monitors the development of children and uses the information to intervene positively in children's learning

STRAND 2: Enable all individuals to achieve their potential

Quality pointer 2.2	**Playroom organisation**

Indicators of good practice

2.2.8 Support is given to less able children

Examples

- There is a clear set of criteria for identifying children who need support in learning
- Children who require additional support are identified as quickly as possible using screening and monitoring techniques
- Children with communication difficulties are supported by the appropriate technology and/or teaching strategies
- Appropriate learning and teaching strategies are used with children with special educational needs
- Information on children is shared between members of staff
- The progress of children requiring support in learning is regularly monitored
- Children's progress is recognised on an individual basis
- Staff have realistically high expectations of all children
- There is efficient deployment of specialist help by prioritising access to individual children or groups
- Contributions from visiting specialists and learning support staff are planned, co-ordinated and regularly reviewed
- Specialist resources are available for children who require them
- Parents and staff communicate regularly about the needs, support and progress of children
- Parents are given advice and support in order to help children at home

STRAND 2: Enable all individuals to achieve their potential

Quality pointer 2.2	**Playroom organisation**

Indicators of good practice

2.2.9 The requirements of children with a record of needs are met

Examples

- The establishment observes Standard Circular 42 - (*"Procedures leading to recording of children with pronounced, specific or complex educational needs"*)
- Children with specific educational needs are integrated with the other children in the playrooms
- The establishment has a copy of each record of needs
- The establishment attends records of needs case conferences and pre-school assessment team (PRESCAT) meetings
- Any additional resources described in the record of needs are supplied and used
- Any additional support staff outlined in the record of needs are available to work with the child in the playroom and to act as contacts for staff
- There is good communication between the establishment, the child's parents and any support/specialist staff
- Staff are given training on how to use specialist equipment supplied as part of a record of needs
- Ancillary staff are aware of children's special needs
- Joint consultation and planning time is made available for all staff working with a child with a record of needs
- Staff give promoted staff regular reports on the progress of children with a record of needs
- Appropriate learning and teaching strategies are used with children with additional education needs
- Communication between the establishment and home is maintained on an on-going basis:
  - *notification of clinic attendance*
  - *progress reports*
- Parents and staff are fully informed about the record of needs and any subsequent changes
- Parents are given help from the appropriate support agencies and the establishment on how best to help their child at home
- Specialist staff provided as part of the record of needs act as consultants to the staff involved

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.2	**Playroom organisation**

Indicators of good practice

2.2.10 Support is given to more able children

Examples

- Learning experiences are challenging and provide opportunities to extend learning
- Information on children is shared between members of staff responsible
- There are recognised procedures for referring children for additional support
- Children's progress is recognised on an individual basis
- Staff have realistically high expectations of all children
- Contributions from visiting specialists and support staff are planned, co-ordinated and regularly reviewed
- Specialist resources are available for those children who require them
- Parents and staff communicate regularly about the needs, support and progress of children
- Parents are given advice and support in order to help children at home
- The needs of more able children are recognised as early as possible through appropriate screening and monitoring
- The progress of more able children is regularly monitored
- There is regular joint planning and consultation time to enable the establishment to meet the needs of more able children
- All children are encouraged to be original and creative

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.2	**Playroom organisation**

Indicators of good practice

2.2.11 Specialist agencies from outwith the establishment are used to support learning where appropriate

Examples

- The establishment curriculum is enhanced by the appropriate deployment and effective timetabling of specialist help
- Staff are aware of the roles of visiting specialists and learning support staff and work effectively with them
- There is efficient deployment of specialist help by prioritising the access to individual children or groups
- Staff are knowledgeable about the range of agencies available to support learning
- Staff know about the work of:

EDUCATION SERVICE
- *educational development service*
- *psychological services*
- *education resource service*
- *primary, secondary and special schools*
- *community education service*
- *pre-school community organiser*
- *other pre-five establishments and services*
- *learning support services*
- *English as a Second Language specialists/language centres*
- *peripatetic staff for children with aural/visual difficulties*

LOCAL AUTHORITY AGENCIES
- *social work department*
- *police*
- *housing department*

HEALTH SERVICE
- *establishment nurse*
- *establishment doctor*
- *establishment dentist*
- *speech therapist*
- *occupational therapist*
- *health visitor*
- *physiotherapist*

OTHER AGENCIES
- *chaplain/personnel of religious organisations*
- *colleges of education*
- *voluntary organisations providing pre-five services*
- *voluntary organisations supporting parents and children*
- *industry*
- *department of social security*

- A member of staff has responsibility for co-ordinating the work of specialists in the establishment
- Staff responsible meet with specialists to discuss individual children
- Staff are aware of the procedures and responsibilities of other agencies

127

STRAND 2: Enable all individuals to achieve their potential

Quality pointer 2.3	Ethos

Indicators of good practice

2.3.1 Staff encourage children to achieve their potential

Examples

- The establishment environment promotes and encourages appropriate levels of expectation for children according to their individual needs
- Whole staff discussion takes place on both standards and expectations of presentation of work and achievement
- Learning and teaching is organised to encourage the continuous development of children's individual skills
- Staff show that they value and respect each child
- Staff build children's confidence
- Staff are knowledgeable about their children and are aware of key strengths and areas for development
- The quality of the communication between staff and children contributes to the motivation of children
- Children are given appropriate attention regardless of race, gender or disability
- Children are given opportunities for independent learning
- The contact children have with the staff supports learning and builds confidence
- The contact children have with one another supports learning and confidence
- The learning and teaching situations make children think, challenge assumptions, promote understanding and explore a variety of solutions to problems
- There are lines of communication and procedures for staff to identify and report problems relating to children's learning
- Staff show that they value initiative and experiment in children's learning
- Appropriate praise and encouragement is given to children for their work
- Children are encouraged to show others what they have done
- Children are purposefully engaged in learning
- Staff show that they value achievement and effort
- Displays of children's work encourage a sense of pride

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.3	**Ethos**

Indicators of good practice

2.3.2 Children are praised for their work and their achievements are recognised

Examples

- Praise is used to encourage children and build confidence
- Appropriate praise is given to children
- The staff use praise effectively to encourage all children
- There are opportunities to acknowledge the achievements of individual children and the establishment as a whole by:
  - *displays of children's work*
  - *press reports*
  - *newsletters to parents and the local community*
  - *reports to the link-up group*
  - *reports to individual parents*
  - *displays of children's work in local libraries, museums, shopping centres etc*

STRAND 2: Enable all individuals to achieve their potential

Quality pointer 2.3	Ethos

Indicators of good practice

2.3.3 Children's work is displayed in playrooms and around the establishment

Examples

- There are attractive, carefully mounted visual displays of children's work
- There are interest tables with items for children to handle
- Displays of work are changed regularly and are linked to children's interests and on-going topics
- Displays reflect the cultural diversity of the community
- Photographs illustrating establishment life are on display
- Children are actively involved in displaying and presenting their work
- The establishment recognises children's achievements through praise and encouragement, particularly by the display of children's work promoting individual creativity
- Children's work is displayed in playrooms and communal areas such as the entrance hall, cloakrooms and administration areas
- Parents and visitors are encouraged to look at the displays of children's work
- Time for displaying work is planned
- Display materials and equipment are accessible and in working order
- Displays are changed regularly
- Torn and grubby displays are removed

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.3	**Ethos**

Indicators of good practice

2.3.4 Attendance is encouraged and monitored

Examples

- Parents are given relevant information about reasons for regular patterns of attendance
- Staff and parents know the procedures for notifying the establishment of children's absences
- The curriculum is delivered in such a way that flexible patterns of attendance are accommodated, based on individual family needs
- Regular attendance is encouraged and prolonged absence followed up
- There is communication with the social work department concerning the non-attendance of referred children particularly those on the child protection register or about whom there is concern
- Children on the register of applications, or who are poor attenders, are kept in contact with the establishment

131

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.3	**Ethos**

Indicators of good practice

2.3.5 Positive relationships are fostered among staff, other adults and children

Examples

- Adult/child interaction creates a learning environment based on dignity and independence, self confidence, socialisation and friendship
- Relationships between staff and children are good and contribute to the establishment of a positive learning environment
- Adults are approachable and helpful to children seeking help or advice and children's contributions are valued
- A positive relationship exists between staff, other adults and children
- Staff develop relationships with children and their parents in order that staff know and understand the child's personal history
- Children and adults relate to each other in an open and respectful way
- Warmth and mutual respect is evident in the adult/child interaction
- The staff encourage children to approach them and engage in discussion
- The staff display hard work, good organisation, courtesy, punctuality, patience, determination, fairness, respect for and interest in the children
- The staff respond sensitively and appropriately to parental enquiries
- The establishment promotes an effective personal and social development programme by ensuring staff are positive role models
- Visiting specialists are made to feel welcome
- The establishment maintains effective working relationships with other agencies
- Staff are given opportunities to work and plan together
- Staff development includes team-building exercises

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.3	**Ethos**

Indicators of good practice

2.3.6 Self-discipline is developed

Examples

- There is a written statement that promotes positive behaviour and attitudes
- Clear procedures operate within playrooms for the tidying up/putting away/cleaning up activities which take place at the end of the sessions
- Children are encouraged to have responsibility in caring for the establishment environment
- Children are given opportunities to take responsibility and are encouraged to believe that they are trusted
- Children are praised for self-discipline and good behaviour
- Children are given opportunities for independent learning
- Children are taught responsibility for self-discipline over health and hygiene issues
- Children are encouraged to care for materials and equipment within the playroom
- Staff comment sensitively on self-discipline issues with parents such as general behaviour, attitudes and relationships of children

133

STRAND 2: Enable all individuals to achieve their potential

Quality pointer 2.3	**Ethos**

Indicators of good practice

2.3.7 Staff show a concern for children's welfare and are knowledgeable about their backgrounds

Examples

- Staff are knowledgeable about their children and are aware of key strengths and areas for development
- All staff are alert to the signs of possible child abuse
- The establishment observes Standard Circular 57 - (*'Child abuse'*) for reporting suspected cases of child abuse
- Staff's knowledge of the local area and the background of children is used to inform policy making
- The staff are sensitive to the needs of individual children and take appropriate action
- The staff know children's background and are supportive in times of family difficulty
- Staff are aware of the child's cultural and social background and are aware of the child's recent history
- Staff make themselves available and are approachable to children
- Relevant information about other children is shared with appropriate staff
- Due attention is given to children's health and safety
- Parents are welcomed into the establishment and encouraged to talk about themselves and their children if they wish to do so
- Staff are aware of the work of support agencies in the community and the referral processes involved
- Where 'key worker' systems operate, staff ensure that relevant information is shared and that the head of establishment is informed of any discussion with external agencies
- The establishment co-operates with the health board specialists to ensure that all children receive their routine checks and inoculations
- There is a policy for dealing with children's accident, illness or injury
- Emergency contacts for parents are kept up-to-date
- Help is sought from charities in supporting disadvantaged children
- Staff demonstrate a high degree of confidentiality
- The establishment is sensitive to children's circumstances when
  - *fund-raising*
  - *costing excursions*

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.3	**Ethos**

Indicators of good practice

2.3.8 The establishment promotes self respect and a positive self-image

Examples

- Children work in a harmonious atmosphere in which they are all held to be of equal worth and accorded the dignity of equal opportunity
- Children are encouraged to be kind, caring, courteous and well behaved
- The establishment policies contain principles and practices designed to :
  - *acknowledge and support the rights, capacities and worth of all individuals*
  - *acknowledge and support all religious beliefs*
  - *acknowledge and support all social backgrounds*
  - *avoid and challenge traditional stereotyping*
  - *promote the positive value of a multi-ethnic society*
  - *acknowledge and support bilingual children*
  - *tackle racist incidents*
  - *tackle incidents of harassment or bullying*
  - *accommodate particular religious practices, such as dress and dietary requirements without causing isolation,*
  - *give boys and girls equal access to the curriculum*
  - *accommodate children with special needs through the provision of technology and other learning aids, specialist help and appropriate furnishings and fittings without causing isolation*
  - *integrate children with special needs without causing isolation*
  - *include opportunities for all children to study their own values and those of others*
- Achievements of children, staff and parents are highlighted and recognised through the local press and newsletters
- The head of establishment has good relationships with staff, children, parents, the community and other professional agencies
- The head of establishment is a positive influence in the life of the nursery
- Children are made aware of the needs of others with special needs, for example, touching a deaf child before you talk to her/ /him and facing her/him when you speak
- There are formal and informal opportunities for staff and children to express pride in achievement
- The establishment recognises children's achievements through praise and encouragement, particularly by the display of children's work promoting individual creativity
- The education of the children is enriched by the involvement of adults who themselves enjoy learning
- Children are anxious to show or tell visitors what they have done
- Bilingual children are appropriately supported to ensure integration in all activities
- Sexist, racist or other derogatory language is not permitted in the playroom

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.4	**Assessment**

Indicators of good practice

2.4.1 Children's learning and development is assessed

Examples

- Assessment of children is in accordance with establishment policy
- The curriculum is structured so that assessment is continuous and linked to playroom experiences
- Reporting pro formas are available for each child
- Establishment policies explain how and when children are assessed
- Procedures for continuous assessment are matched to the requirements of individual children's development and learning
- Summative, formative and diagnostic assessment takes place

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.4	**Assessment**

Indicators of good practice

2.4.2 Staff keep records of children's progress and use this information to plan appropriately

Examples

- The establishment uses assessment and reporting procedures that allow for children's further learning
- Procedures for continuous assessment are matched to the requirements of individual children
- Children's progress is checked and recorded so that appropriate action can be taken
- Information derived from assessment is used in choosing future tasks relevant to the progress already made by each child
- Forward plans take account of information derived from assessment of the children
- There is efficient monitoring and evaluation of specialist help
- Assessment information is used to evaluate the effectiveness of learning and teaching
- There is a whole establishment approach to record-keeping
- Record keeping includes:
  - *samples of children's work*
  - *activities covered*
  - *skill development*
  - *reports to parents*
  - *information from parents*
  - *staff comment*
  - *information from specialist agencies*
- Records are readily available
- Access to children's records is in accordance with regional policy
- Assessment of children takes into account parental knowledge

STRAND 2: Enable all individuals to achieve their potential	
Quality pointer 2.4	**Assessment**

Indicators of good practice

2.4.3 Staff share information about their teaching and the children's progress as appropriate

Examples

- Communication takes place between relevant staff members concerning children's progress
- Assessment profiles are available for parents and with parental permission this information is shared with other agencies, if appropriate
- Staff are aware of their role in relation to recording and reporting
- Staff discuss children's learning with those involved in supporting learning
- Parents are kept fully informed about their child's progress through:
  - *informal discussion*
  - *parent's meetings*
  - *written reports*

STRAND 3: Supply suitable premises and resources

Quality pointer 3.1	Accommodation

Indicators of good practice

3.1.1 The accommodation is suitable for the range of activities offered

Examples

- Responsibility for all aspects of accommodation is part of the remit of a promoted member of staff
- Playrooms are appropriate for ages, stages of development and specific needs of children
- The layout of each playroom is appropriate to the development of the children and the number of children in each area
- Playrooms/areas are organised to ensure a balance between activities
- Accommodation is available for communal purposes
- Accommodation is available for physical play
- Appropriate enclosed outside play space is available
- Procedures for movement on corridors and all stairs are efficient and provide access to all parts of the establishment
- Access and appropriate accommodation is provided for physically impaired users
- The premises are suitable for various client groups for example, ramps for wheelchairs, wide entrance for prams
- Toilet facilities are accessible and appropriate to the age of the children
- There are sink facilities in all playrooms
- The regional no smoking policy is implemented
- Provision is made for smokers/non-smokers as per regional guidelines
- Accommodation is available for users other than children:
  - *a private interview room*
  - *parents' room,*
  - *drop in facility,*
  - *toy library,*
  - *cafe*
  - *appropriate accommodation for support staff*
- Accommodation and facilities of the establishment are used for the maximum benefit of children
- Full advantage is taken of all accommodation to support the curriculum
- Convenient and sufficient storage facilities are available throughout the establishment

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.1	**Accommodation**

Indicators of good practice

3.1.2 The playing area is appropriate to the range of activities offered

Examples

- Accommodation is available for outdoor and indoor physical play
- The physical playing area has an adequate impact absorbing surface
- The play area has markings to encourage focused play
- Grassed areas are provided
- Grassed areas are maintained in good condition
- Any fixed physical play equipment is appropriate, is in good condition and is surrounded by adequate impact absorbing surfaces
- The establishment attempts to improve the grounds by:
  - *planting trees or flowers*
  - *creating a picnic area*
  - *a children's garden*
  - *painting murals*
- The children's play areas are clearly separated from the car park

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.1	**Accommodation**

Indicators of good practice

3.1.3 The premises, including the playing area, are maintained in good condition

Examples

- There are no major structural defects of the building
- The condition of the fabric of the building is monitored and appropriate action taken
- The condition of the fabric of the building meets the appropriate health and safety requirements
- Systematic records are kept of correspondence and discussion related to the condition of the fabric of the building
- Systematic records are kept of correspondence and discussion related to the standard and pattern of maintenance
- There are no major defects which detract from the appearance of the building
- Staff are aware of acceptable standards of maintenance and repair
- Immediate remedial action is taken following damage to the premises
- The playing area is adequately fenced to stop animals fouling it
- Staff set a high standard of care of the premises in order to provide a positive model for children
- Parents and children are encouraged to care for the premises in order to maintain the building in good condition
- Management and the janitor are vigilant about reporting any damaged or unsafe area of the premises to the appropriate person (See Standard Circular 25 - *'Maintenance and repairs'*)
- The following services are functioning safely and efficiently:
  - *gas*
  - *water*
  - *electricity*
- All areas of the playground and playing fields appear in a good state of repair and appear safe for appropriate use
- The janitor regularly monitors the condition of all areas of the premises including the outside play space
- Staff know how to report any area of the premises including play areas which are in a poor state of repair or unsafe
- Any area of the premises which is unsafe is not used

141

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.1	**Accommodation**

Indicators of good practice

3.1.4 The premises are adapted for children and adults with disabilities

Examples

- Access and accommodation are provided for disabled users:
  - *ramps, particularly at ground floor entrances*
  - *lifts*
  - *wide doorways*
  - *flashing fire alarms*
  - *acoustic tiling*
  - *painted stair edges*
  - *carpeting*
  - *sound proofed rooms*
- The premises externally and internally are suitable for various client groups:
  - *ramps for wheelchairs*
  - *wide entrance for prams*
  - *appropriate toilets*

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.1	**Accommodation**

Indicators of good practice

3.1.5 The use of shared accommodation is timetabled

Examples

- Organisation of accommodation is the responsibility of a member of the management team
- There are clear procedures known to all groups for the use of shared accommodation
- Timetables exist for all areas within the establishment which are used by one or more groups
- Timetables are easy to understand and displayed in prominent positions in the establishment
- A booking system is established and operated for the use of shared accommodation
- Staff know what accommodation is available for their use

STRAND 3: Supply suitable premises and resources

Quality pointer 3.1	Accommodation

Indicators of good practice

3.1.6 The establishment attempts to make the premises attractive and stimulating

Examples

- The establishment has an attractive and welcoming environment
- Welcoming notices are clearly displayed at the entrance to the establishment
- The establishment has a welcoming reception area and procedures are known to staff for receiving visitors
- If space permits, an attractive seated waiting area for visitors is available
- Up-to-date information/policy materials on the establishment are available in the reception area
- Signs and notices are attractively presented and regularly updated
- A range of information is displayed in the reception area including a simple direction finder and the names of staff (with translations if relevant)
- There are attractive, carefully mounted visual displays of children's work
- There are interest tables with items for children to handle
- Displays of work are regularly changed and are linked to the on-going curriculum
- Displays reflect the cultural diversity of a multi-ethnic society
- Materials which communicate different aspects of the establishment's life and work are displayed:
  - *photographs*
  - *newspaper articles*
  - *newsletters*
- Noticeboards are attractively presented and are regularly updated
- Corridors and shared areas are tidy and free from storage equipment and materials
- Equipment and materials are stored in storerooms and cupboards
- Broken furniture and equipment is uplifted and not stored in corridors or shared areas
- Artefacts and artwork from outside sources are displayed

STRAND 3: Supply suitable premises and resources

Quality pointer 3.1	Accommodation

Indicators of good practice

3.1.7 Furniture and fittings are maintained in good condition

Examples

- Furniture and fittings are in a good state of repair and are safe for appropriate use
- Lines of communication operate to enable staff to report furniture and fittings which are in a poor state of repair and unsafe
- Unsafe furniture and fittings are withdrawn from use
- Management and the janitor are vigilant about reporting any unsafe furniture or fittings to the appropriate person
- Systematic records are kept of correspondence and discussion related to the condition and adequacy of furniture and fittings
- Furniture and fittings are varied and appropriate to the size and stage of development of children
- The janitor of the establishment keeps an up-to-date repair book
- Children are encouraged to take care of furniture and fittings
- Staff are aware of acceptable standards of maintenance and repair
- Standard Circular 25 - (*Maintenance and repairs*') is implemented
- Paintwork is in good condition
- Flooring is in good condition
- Blinds and curtains are in good condition
- Staff know how to spot furniture and fittings which are in a poor state of repair or unsafe including:
  - *chairs*
  - *tables*
  - *cupboards*
  - *curtains/blinds*
  - *toilet fittings*
  - *cots/prams*

145

STRAND 3: Supply suitable premises and resources

Quality pointer 3.1	**Accommodation**

Indicators of good practice

3.1.8 Relevant information is displayed for staff, parents and children

Examples

- The name of the establishment is displayed on a sign either in the grounds or on the building
- Directions to the main doors of the establishment from the street and car parks are in evidence
- Clear signposts are evident to direct visitors to the office and to different areas in the establishment
- A range of information is displayed in the reception area including a simple direction finder and the names of staff (with translations if relevant)
- Rooms within the establishment are clearly signposted
- Noticeboards are attractively presented and are regularly updated
- Signposts and notices are, where appropriate, in English and other community languages
- A map of the local area is displayed on the noticeboard at the entrance
- Timetables and locations of community use of the establishment are clearly posted with the contact person named
- Fire exits are clearly signed
- First aid points are clearly signed
- Materials which communicate different aspects of the establishment's life and work are displayed with:
  - *photographs*
  - *newspaper articles*
  - *newsletters*

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.1	**Accommodation**

Indicators of good practice

3.1.9 The premises are cleaned according to specification

Examples

- Cleaning takes place in terms of the specification stated in the client interface document of the contracted cleaning company
- Lines of communication between staff, janitorial staff and the contracted cleaning company operate to enable cleaning problems to be resolved
- Regular monitoring of the cleaning of the establishment takes place
- A promoted member of staff completes the monthly evaluation from the contracted cleaning company regarding the cleaning of the premises

147

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.1	**Accommodation**

Indicators of good practice

3.1.10 Measures are taken to prevent vandalism, graffiti and litter

Examples

- The interior/exterior of the establishment is regularly checked to ensure that vandalism and litter are attended to promptly
- Outside play areas are checked daily to ensure that, for example, broken glass is removed immediately
- The establishment promotes awareness of anti-vandalism and anti-litter measures
- Vandalism costs are monitored by the appropriate member of staff
- Systematic records are kept of correspondence and discussion relating to vandalism and litter issues
- The establishment participates in local community anti-vandalism and anti-litter initiatives
- Litter bins are available and are regularly emptied
- Policies exist which encourage children to care for the environment
- Children are praised and/or rewarded for taking care of the establishment environment
- The establishment's documentation and practice reflect high expectations in terms of everyone's role in maintaining a clean and tidy establishment
- The establishment participates in regional, divisional and local community anti-vandalism and anti-litter initiatives

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.2	**Resources**

Indicators of good practice

3.2.1 Rescurces are available to support all areas of the curriculum

Examples

- Establishment resources are:
  - *appropriate to the aims of the curriculum*
  - *appropriate to the establishment policies*
  - *catalogued and organised*
  - *accessible to staff and children*
  - *appropriate for children who have special educational needs*
  - *differentiated*
  - *effectively managed*
  - *regularly monitored by staff*
  - *appropriate for a multicultural society*
- Staff contribute to the identification of priorities for the acquisition of new resources
- Staff are consulted about resources and where appropriate help select them
- There is regular evaluation of the effective use of resources
- The resources available in the establishment encourage and support a wide range of learning/teaching methods
- Allocation of per capita and other expenditure reflects curriculum priorities
- The allocation of financial resources is consistent with the priorities of the development plan
- Identified staff have responsibility for resource control and organisation
- All staff are aware of the person with responsibility for management and organisation of resources
- Staff contribute to building up materials for specific curricular resources which are held centrally
- Copyright legislation is closely observed (See Standard Circular 38 - *'Copyright'*)

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.2	**Resources**

Indicators of good practice

3.2.2 Resources appropriate to the age, needs and abilities of the children are available

Examples

- A wide range of resources is available to promote development in children from birth to five years
- Children of differing abilities work with resources which challenge them at their appropriate levels
- Children are encouraged to make regular, independent use of resources
- There is documentation available to staff which states the resources suitable for particular areas of development and those which link with specific topics
- Establishment resources are:
  - *appropriate to the aims of the curriculum*
  - *appropriate to the establishment policies*
  - *catalogued and organised*
  - *accessible to staff and children*
  - *appropriate for children who have special educational needs*
  - *differentiated*
  - *effectively managed*
  - *regularly monitored by staff*
  - *appropriate for a multicultural society*
- Specialist resources are obtained from the relevant resource centre
- The establishment makes use of resource centres
- The resources available support a range of learning/teaching methods
- Evaluation of the effectiveness of resources takes place

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.2	**Resources**

Indicators of good practice

3.2.3 An up-to-date inventory of resources is available

Examples

- The establishment has a policy for the organisation of resources by:
  - *stage of development*
  - *context of learning*
  - *content of learning*
- There is a current inventory of all resources
- The inventory leads to resources being:
  - *well categorised and organised*
  - *accessible to children and staff*
  - *specialised for those children requiring learning support*
- Resources are monitored to reject dated, worn or unsuitable materials
- A member of staff is responsible for the maintenance of up-to-date inventories
- The establishment takes stock of its resources annually
- A procedure exists for reporting deficiencies in resources

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.2	**Resources**

Indicators of good practice

3.2.4 Resources can be easily accessed by staff and, where appropriate, children

Examples

- Staff know what curriculum resources are available
- Staff contribute to building up resources for specific curricular areas which are held centrally
- Staff have clear responsibilities in relation to collection and care of resources
- Convenient and sufficient storage facilities are available throughout the establishment
- Staff access resources easily
- Shared resources are efficiently managed through an agreed system
- Children are encouraged to care for materials and equipment within the playroom
- Children are encouraged to make independent use of resources
- Staff are kept up-to-date about the addition of new resources

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.2	**Resources**

Indicators of good practice

3.2.5 The use of shared resources is timetabled

Examples

- Optimum use is made of the accommodation, personnel and resources using appropriate timetabling
- Accommodation and facilities of the establishment are used for the maximum benefit of children
- Shared resources are efficiently managed through an agreed system
- Common resources are shared by pre-five establishments, primary and secondary schools
- Timetabling arrangements are discussed with staff

153

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.2	**Resources**

Indicators of good practice

3.2.6 Resources, apparatus and equipment are maintained in good condition

Examples

- Resources, apparatus and equipment are maintained in good condition
- The authority makes regular checks of electrical apparatus and physical play equipment
- Toys and equipment are regularly cleaned
- There are clear procedures for the janitor or head of establishment to report damaged/ inadequate resources, apparatus and equipment
- Systematic records are kept of correspondence and discussion related to the condition of apparatus and equipment
- Children are encouraged to take care of resources, apparatus and equipment
- There are lines of communication and procedures for staff to identify and report problems with resources, apparatus and equipment
- Staff have clear responsibilities in relation to collection and care of resources
- The establishment takes appropriate action to deal with faulty equipment
- Any damaged and unsafe equipment and apparatus is withdrawn from use

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.2	**Resources**

Indicators of good practice

3.2.7 The local area and community are used as a resource

Examples

- A member of staff has responsibility for the identification and co-ordination of opportunities offered by the local area appropriate to the work of the establishment
- Staff are made aware of the opportunities available in the local area and are encouraged to incorporate these into their forward plans
- Effective use is made of resources and opportunities offered by the local community
- Opportunities are provided for children to have contact with people in the community such as:
  - *policeman*
  - *ethnic minority personnel*
  - *health visitor*
- Children are involved in well-planned outside visits
- There is a clear purpose for the involvement of community groups
- It is establishment practice to invite local people to speak to the children
- Children are aware of the environment in which they live
- Members from the local community contribute to the curriculum

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.2	**Resources**

Indicators of good practice

3.2.8 Catering is provided according to specification

Examples

- Catering is provided in terms of the specification stated in Catering Direct's client interface document
- There is an element of choice on the menu
- Children are encouraged to participate in a healthy diet
- Provision is made for children with special dietary needs, and those with special dietary requirements, such as those of ethnic groups and vegetarians
- Regular monitoring of catering in the establishment takes place
- Lines of communication operate between children, staff and catering direct to allow catering problems to be solved
- The dining area, utensils and crockery are clean
- Food and drink supplied is fresh and complies with sell-by dates
- There is discussion between establishment staff and the catering contractor's staff about the provision of catering at non-standard times

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.2	**Resources**

Indicators of good practice

3.2.9 Resources are stored securely

Examples

- Promoted staff are responsible for overseeing storage arrangements
- Procedures with regards to security of establishment equipment and property are implemented effectively
- All readily transported valuable equipment is put away at the end of the day in a lockfast store
- An up-to-date inventory exists on all valuable equipment, including a record of serial numbers
- Appropriate staff hold keys for secure areas
- All confidential records are stored in a locked filing cabinet
- Where a lockfast safe is not provided, procedures operate whereby money is banked on the day on which it is collected, and not more than £10 cash is retained in the establishment
- Playrooms containing valuable items of equipment are locked at the end of the day
- Standard Circular 26 - (*'Burglaries in schools'*) is implemented

157

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.3	**Health and safety**

Indicators of good practice

3.3.1 Health and safety guidelines are implemented

Examples

- Responsibility for all aspects of health and safety appears on the remit of a promoted member of staff
- A health and safety file is kept which contains all documents pertaining to health and safety issued to the establishment by Strathclyde Regional Council (See Standard Circular 20 - *'Health and safety at work'*)
- Staff have easy access to a copy of this file
- Information contained in these documents is disseminated to all employees in so far as they are relevant to the activities of individual employees
- Appropriate health and safety records are kept
- All health and safety circulars are implemented within the establishment
- Accident reports are completed timeously
- The condition of the fabric of the building meets the appropriate health and safety requirements
- Where sickness or spillage of blood has occurred the area is cleaned according to the Regional Council's guidelines relating to AIDS
- A safety representative has been appointed in the establishment
- The safety representative is given reasonable time off for training purposes
- The maximum number of children accommodated in playrooms is in accordance with Revised Standard Circular 19 - (*'Number of pupils in rooms'*)
- A copy of Revised Standard Circular 24 (*'Fire drills'*) is provided for each member of staff
- There are written procedures clearly displayed in each playroom and in the staff room to be followed in the event of fire
- Fire drill is practised at least once per term and the incident and response time recorded
- Staff take reasonable care for health and safety at work for themselves and others and exhibit safety-conscious attitudes and behaviour
- Health and safety checks are efficiently observed as required by documents in the health and safety file
- Emergency contacts are available for all children and are updated as necessary

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STRAND 3: Supply suitable premises and resources	
Quality pointer 3.3	**Health and safety**

Indicators of good practice

3.3.1 Health and safety guidelines are implemented (cont'd)

- Where necessary, a member of staff is responsible for the safe storage and distribution of medicines
- Standard Circular 48 (*'School visits during term time'*) is implemented when children are taken outwith the establishment
- Standard Circular 57 - (*' Child Abuse'*) is distributed to all members of staff, is discussed annually and the procedures contained in it adhered to
- For each child who requires medication there is a named member of staff who has responsibility for ensuring that the child receives the medicine at the appropriate time
- First aid boxes are available in all playrooms and contents are specified by the health and safety at work document 1991 'Guidance for health and safety on first aid provision (revised)'
- The regional council's 'no smoking policy' is adhered to (PER22/89 1991)

159

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.3	**Health and safety**

Indicators of good practice

3.3.2 Resources for personal hygiene are available

Examples

- Toilet facilities are accessible and appropriate to the age of the children
- Staff and children make a positive contribution to the maintenance of high standards of cleanliness throughout the establishment
- There is a regular supply of soap, toilet rolls and paper towels in the toilets
- Children's towels and toothbrushes are clearly labelled to ensure that children use only their own
- Children are changed if wet or soiled and a supply of nappies, clean pants, vests and socks are available
- Arrangements are made for disposing of sanitary towels
- When dealing with illness or injury involving body fluids, staff take precautions in accordance with the Regional Council's revised guidelines (1993) relating to AIDS such as:
  - *using rubber gloves*
  - *mouth-to-mouth resuscitator*
- First aid boxes are available as per guidelines in health and safety circular 'Guidance for health and safety on first aid provision (revised)'

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.3	**Health and safety**

Indicators of good practice

3.3.3 Supervision procedures are implemented

Examples

- Establishment staffing standards are in accordance with regional guidelines
- Supervision on outings is provided as specified in Revised Standard Circular 48 (*'School visits during term time'*)
- Appropriate supervision of children is provided in all areas of the establishment and on outings
- Appropriate arrangements for the dispersal of children are implemented
- Dispersal arrangements in the event of an early or emergency closure are communicated to staff, parents and other relevant services (See Standard Circulars
  10 - *'Early closure of schools'*
  10a - *'Early closure of schools - abnormal temperatures'*
  10b - *'Early closure of schools - inclement weather'*)
- Supervision arrangements for children for whom dispersal arrangements cannot be made in the event of an early or emergency closure are communicated to staff and parents
- In the event of early or emergency closure appropriate supervision arrangements are made to look after children for whom other arrangements cannot be made
- Children travelling in and embarking or disembarking from contract buses or taxis are closely supervised by responsible adults

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.3	**Health and safety**

Indicators of good practice

3.3.4 Security procedures for the safety of staff and children are implemented

Examples

- Procedures operate to ensure that visitors to the establishment are identified
- Strangers are politely challenged
- A member of staff is on duty to oversee the arrival and departure of children and parents
- Arrangements for collection of children are clearly understood by parents and staff
- Clear policies with regard to the security of equipment and property are in operation and are communicated to all staff
- Procedures operate to ensure that visitors to the establishment are identified
- Link-up groups and advisory committees are involved in discussion with the parent and wider community groups to ensure that the views of all interested parties are represented in relation to the security and development of the premises
- Consultation takes place with the school board about the security and development of the nursery class
- The establishment is in regular contact with local community police
- Parents are regularly informed about procedures for emergency closures or inability to open due to adverse conditions
- A member of staff is responsible for the safe storage and distribution of medicines
- Procedures exist for the regulation of movement within the building
- Gates to the playing area are kept closed during outdoor play
- Vehicles are not allowed access to the playing area when children are present
- Standard Circular 22 (*'Guidelines on police and legal issues affecting school pupils'*) is implemented when necessary
- All internal and external play areas are free from hazards

STRAND 3: Supply suitable premises and resources

Quality pointer 3.3	Health and safety

Indicators of good practice

3.3.5 Procedures for dealing with emergency situations are known to all staff, children and parents

Examples

- The establishment handbook contains a statement on procedures for emergencies
- The establishment regularly updates information about contacts to be made in an emergency, such as details of parents' employers and details of family doctor
- An up-to-date list of emergency contacts for children is kept in the establishment
- There are written procedures clearly displayed in each playroom and in the staffroom to be followed in the event of fire
- In the event of early or emergency closure appropriate supervision arrangements are made to look after children for whom other arrangements cannot be made
- Parents are regularly informed about procedures for emergency closures or inability to open due to adverse conditions
- Children have access to the establishment in times of individual and community emergency
- Emergencies in staff circumstances are sensitively dealt with
- Notices are displayed regarding the whereabouts of first aid kit, telephone number of the nearest casualty department and other relevant emergency services
- The establishment has procedures, known to parents, for dealing with accidents, illness or distress
- Fire drills take place at least four times per year and details are logged in the relevant book
- Standard Circular 57 - (*'Child abuse'*) is distributed and discussed annually with staff and the procedures contained in it adhered to
- Written materials for staff include details of what should or will be done in the event of:
  - *fire alarm sounding*
  - *failure of heating, water or electricity supply*
  - *early closure due to unforeseen circumstances*
- Emergency instructions are displayed in:
  - *playrooms*
  - *social areas*
  - *corridors*

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.4	**Finance**

Indicators of good practice

3.4.1 Financial resources are allocated according to identified priorities

Examples

- Responsibility for all aspects of finance appears on the remit of a promoted member of staff
- The headteacher's annual report to the school board identifies curricular priorities
- Allocation of authority finance reflects curriculum priorities
- The allocation of financial resources is consistent with the priorities of the development plan
- Disposition of financial resources reflect priorities within regional council policies
- Additional monies allocated by the authority to support specific developments are used to support these developments

STRAND 3: Supply suitable premises and resources	
Quality pointer 3.4	**Finance**

Indicators of good practice

3.4.2 Staff are consulted and informed about financial allocations

Examples

- All staff participate in the identification of priorities for the purchase of new resources
- Management inform staff of annual expenditure
- A staff financial committee exists
- All staff are consulted about the disposition of authority finance
- Mechanisms exist to enable staff to make suggestions for expenditure
- All staff are consulted about the disposition of monies raised by fund-raising efforts

STRAND 3: Supply suitable premises and resources

Quality pointer 3.4	Finance

Indicators of good practice

3.4.3 DMR procedures and guidelines are implemented where appropriate

Examples

- There is regular communication between the establishment and the administrative/finance officer (AFO) or assistant principal finance officer (APFO)
- The guidelines in the head of establishment's manual are implemented
- A consultative committee has been established
- Mechanisms exist to enable staff to make suggestions for expenditure
- The staff consultative committee agendas and minutes are circulated within the establishment
- The scheme of delegation is used when virement proposals are being considered
- Budget decisions are made which reflect the priorities stated in the establishment development plan
- All staff are kept informed of budgetary matters within the establishment
- The school board is consulted about per capita spending in the nursery class
- There is a staff consultative committee which meets at least once per term to consider matters relevant only to delegated management of resources (DMR)
- Virement is of maximum benefit to the children
- The administrative/finance assistant, supported by the administrative/finance officer, provides regular financial statements to the head of establishment

STRAND 3: Supply suitable premises and resources

Quality pointer 3.4	finance

Indicators of good practice

3.4.4 Procedures for monitoring establishment funds and other monies are implemented

Examples

- Standard Circular 23- (*'School funds'*) is implemented
- A staff financial committee exists
- Minutes are kept of financial committee meetings
- Decisions on spending are reported to staff and parents
- Standard Circular 44 - (*'Procedures regarding defalcations etc. in educational establishments'*) is known and implemented if necessary
- Parents are consulted and kept informed about establishment fund expenditure
- A member of staff acts as establishment treasurer in respect of the establishment fund and other monies
- Two signatures of nominated members of staff are required for expenditure of establishment funds and other monies
- Establishment fund accounts are audited annually as required by Standard Circular 59 - (*'Financial regulations'*)

STRAND 4: Encourage access to education throughout life	
Quality pointer 4.1	**Liaison with pre-five services**

Indicators of good practice

4.1.1 Heads of pre-five establishments co-operate with each other

Examples

- Responsibility for liaison with other pre-five establishments is on the remit of a designated member of staff
- There is a statement on liaison with other pre-five establishments
- The heads of local pre-five establishments have a copy of the statement
- Heads of establishment co-operate with other pre-five establishments in the planning of joint ventures, for example, in-service, information booklets
- Heads of establishment in co-operation with colleagues draw up an information booklet on local pre-five service availability
- There are opportunities for social and professional interaction among staff from the establishment and other pre-five establishments at:
  - *in-service days,*
  - *planned activity time*
  - *exhibitions*
  - *productions*
  - *fun days*
- An establishment handbook is distributed to all pre-five establishments in the area
- The heads of pre-five establishments co-operate with one another on area admission panels

STRAND 4: Encourage access to education throughout life	
Quality pointer 4.1	**Liaison with pre-five services**

Indicators of good practice

4.1.2 Liaison exists between the establishment and other pre-five services in the local area

Examples

- Positive steps are made to meet all children and their parents before starting nursery
- Children visit the establishment before they start attending
- An induction programme exists for entrant children and their parents
- Opportunities are created for staff from different pre-five establishments to meet for curriculum development and information sharing where appropriate
- Other pre-five services have a copy of the establishment handbook
- A measure of curriculum co-ordination exists between the establishment and other pre-five services in the local area
- The establishment and other pre-five services share resources
- There are opportunities for social and professional interaction among the staff from the establishment and staff from local pre-five establishments at:
  - *in-service days*
  - *planned activity time*
  - *exhibitions*
  - *productions*
  - *fun days*
- The head of establishment shares information concerning children attending more than one pre-five service
- Staff visit the local primary schools to exchange information and views on curriculum content and methodology with appropriate staff
- Staff in the associated primary schools visit the pre-five establishment to exchange information and views on curriculum content and methodology with appropriate staff

169

STRAND 4: Encourage access to education throughout life

Quality pointer 4.2	Liaison with primary schools

Indicators of good practice

4.2.1 The heads of establishment co-operate with associated primary schools

Examples

- There is effective consultation with primary schools in relation to:
  - *the joint planning of services*
  - *the use of resources*
  - *transfer of information*
  - *joint curricular planning*
  - *children's continuous progress from one sector to another*
- Pre-five staff have regular meetings with associated primary schools
- Communication exists between the pre-five establishment and primary school regarding the progress of children after transfer to P1
- Primary schools and pre-five establishments visit each other to exchange information and views on curriculum content and methodology with appropriate staff
- The meetings associated with these visits have an agreed agenda
- The establishment and its associated primary schools use some common resources
- Associated primary schools receive a pre-five handbook
- There is interaction between all establishment staff and early education teachers particularly just prior to and immediately after transfer of children
- Systematic records are kept of correspondence and discussions related to liaison with associated primary schools

STRAND 4: Encourage access to education throughout life	
Quality pointer 4.2	**Liaison with primary schools**

Indicators of good practice

4.2.2 There are curricular links between the establishment and the associated primary schools

Examples

- There are written policies on pre-five/primary liaison and all the staff are aware of these
- The associated primary schools are given copies of recent establishment handbooks
- Sector liaison is the remit of a member of staff
- Curriculum co-ordination and continuity is provided between the establishment and its associated primary schools
- Pre-five staff are aware of policies and practices at the early stages of the primary school to ensure continuity and progression and vice versa
- The establishment considers feedback from the primary sector to see if there is a need to review practice
- There are mutually agreed liaison procedures with primary schools to enable continuous progression of children through curricular liaison and a planned programme of visits with appropriate staff
- Common resources are shared by pre-five establishments, primary, special and secondary schools
- Staff in pre-five establishments have an understanding of the curriculum of the primary sector
- Integrated pre-five/P1 activities are in operation
- Communication exists between the pre-five establishment and primary school regarding the progress of children after transfer to P1
- Staff have knowledge of the curriculum content and standards in primary schools
- A programme of regular contact between nursery and primary staff exists to inform curricular decision making
- Integrated nursery/P1 curricular schemes exist
- There are opportunities for social and curriculum interaction between children from the establishment and those from associated primary schools
- Staff from the establishment and associated primary schools visit each other to exchange information and views on curriculum content and methodology with appropriate staff

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STRAND 4: Encourage access to education throughout life	
Quality pointer 4.2	**Liaison with primary schools**

Indicators of good practice

4.2.3 Information concerning children is shared with the appropriate primary school staff

Examples

- The establishment agrees with the children's parents and its associated primary schools the information it will communicate about individual children:
  - *social and family information*
  - *health*
  - *interests*
  - *results of objective assessment*
- Significant information is passed to primary school, for example, assessment records/ child profiles and folders of exemplar work
- There is a transfer of relevant information with parental consent on children's progress to associated primary schools
- Sample folders of children's work are transferred to primary school
- Documentation is appropriate for transfer arrangements to primary school
- The establishment requests its associated primary schools to send feedback regarding the children's progress before the end of P1
- Good relationships exists between the staff in both sectors

STRAND 4: Encourage access to education throughout life	
Quality pointer 4.2	**Liaison with primary schools**

Indicators of good practice

4.2.4 The establishment participates in induction procedures for children entering P1

Examples

- There are mutually agreed liaison procedures with primary schools and parents to enable continuous progress of children through a planned programme of visits with appropriate staff and curricular liaison
- Pre-five staff accompany children and parents to the receiving primary school before the start of the new session
- Pre-five staff spend the first week of the school session in the receiving primary school working in partnership with the P1 teacher
- Receiving P1 teachers visit pre-five establishments once a term to work in partnership with children and pre-five staff

STRAND 4: Encourage access to education throughout life	
Quality pointer 4.3	**Liaison with adults**

Indicators of good practice

4.3.1 Where possible, educational opportunities for adults are available in the establishment

Examples

- The educational needs and interests of parents are considered by the establishment and everyone is made to feel welcome
- If possible, accommodation is made available to parents, and they are involved at a level they consider appropriate
- Parents and other adults are consulted about their own learning needs
- The establishment liaises with the community education service to provide adult education
- Staff encourage parents and other adults to become involved in the life of the establishment and to take up the opportunities offered therein
- There are effective procedures for consultation and exchange of information with other agencies to ensure co-ordination of adult provision in accordance with local needs
- Clear procedures are in operation for adults to access facilities and take up opportunities to further their own learning
- There is a positive response made by the establishment to requests for learning facilities by the parents and other adults

STRAND 4: Encourage access to education throughout life	
Quality pointer 4.3	**Liaison with adults**

Indicators of good practice

4.3.2 Information about educational opportunities for adults available in the area is publicised in the establishment

Examples

- A member of staff has responsibility for keeping parents informed about learning opportunities available in the establishment and local area
- The parents and adults know to whom they can go for advice and information on courses
- The establishment co-operates with a range of organisations on the provision of learning opportunities within the community

STRAND 4: Encourage access to education throughout life	
Quality pointer 4.4	**Continuing to learn**

Indicators of good practice

4.4.1 Children are encouraged to continue learning

Examples

- Children visit the pre-five establishment before they start attending
- An induction programme exists for new children and their parents
- Children are encouraged to explore and discover independently the activities offered in the playroom
- Children are encouraged to exploit their natural curiosity for learning in a stimulating educational environment
- The curriculum is structured in such a way to promote and encourage learning through problem-solving
- Differentiation in activities and learning ensures that children enjoy both a sense of effort, achievement and challenge
- Children are given rewards and praise for achievement which helps motivate them further
- All adults in the establishment have a positive attitude towards learning and are role models for children and parents in this
- Children are encouraged to share their work with other children and adults

STRAND 4: Encourage access to education throughout life	
Quality pointer 4.4	**Continuing to learn**

Indicators of good practice

4.4.2 Children are given opportunities to learn independently of the staff

Examples

- There is an activity approach to learning which encourages child responsibility and self discipline
- Children follow group and individual activities
- Children are encouraged to become independent in relation to self-help skills through:
  - *feeding,*
  - *dressing*
  - *toileting*
- Opportunities are given to children for them to take responsibility for their learning experience, their own order of choice of resources and for working without direct supervision as appropriate
- There is recognition of the sensitive balance between children's need to explore independently and the opportunities for staff to extend learning
- Learning experiences include:
  - *problem-solving*
  - *discussion*
  - *investigations*
  - *pictorial recording*
- Children are encouraged to use technology

STRAND 5: Foster genuine partnership in education

Quality pointer 5.1	Partnership with staff

Indicators of good practice

5.1.1 Staff are given opportunities to participate in the management of the establishment

Examples

- In consultation written job remits have been established for staff at all levels
- There is staff participation in the organisation and management of the establishment through regular staff meetings, meetings of specific staff, establishment development and policy planning
- Clear procedures for involving staff in the formulation of establishment policies exist and are known to all staff and are implemented
- Management is sensitive to the needs of staff in relation to the organisation and management of the establishment
- Staff are encouraged to initiate new and relevant developments for their own group or the establishment as a whole
- Staff are given the opportunity to discuss and where necessary respond to current reports from the local authority and national bodies
- Individual staff supervision is carried out regularly by management
- During individual staff supervision meetings members of staff have the opportunity to contribute to the management of the establishment
- Self evaluation procedures are understood by all staff who have an opportunity to express their views
- Staff are consulted about important issues affecting the establishment
- The staff respond sensitively and appropriately to parental enquiries
- Staff involved in courses disseminate information on return to the establishment
- Promoted staff monitor the level of satisfaction with staff participation in the management of the establishment
- Promoted staff are responsive to and supportive of staff ideas
- Use is made of individual expertise and experience to support curriculum development
- Staff receive praise and encouragement
- There is a balanced use of planned activity time and in-service training to include opportunities for:
  - *information exchange*
  - *curriculum development*
  - *decision making*
  - *policy formation and review*
- Staff have opportunities to engage in partnership with other groups such as parents, agencies, and the community

STRAND 5: Foster genuine partnership in education

Quality pointer 5.1	Partnership with staff

Indicators of good practice

5.1.2 Staff work together as a team

Examples

- Staff constitute a team sharing agreed goals and working together for the achievement of these
- Procedures exist for sharing information/ knowledge gained from attendance at in-service courses
- The head of establishment has good relationships with staff, children, parents, the community and other professional agencies
- The head of establishment builds an effective staff team which works towards the success of the establishment and feels involved in policy development
- Staff feel involved in the life of the establishment and are committed to its success
- Staff support the work of colleagues by offering advice and expertise and sharing personal resources
- Staff and support staff have regular opportunities for discussion and joint planning
- There are procedures to allow support staff and agencies to report children's progress to staff
- Staff know how others involved with the children contribute to the education process
- Staff discuss their children's learning with colleagues to ensure continuity when children change keyworker or playroom
- Relevant information is communicated to the staff member responsible for a particular child
- Promoted staff are known to value the views of staff
- Staff are made to feel part of the team by being given opportunities to become involved in organisational and management activities
- A promoted member of staff has responsibility for welcoming and introducing newly appointed staff
- A policy exists which outlines induction of new staff
- A staff handbook is made available to new and supply staff
- Individual staff supervision is carried out regularly by management
- The staff display diligence, good organisation, courtesy, punctuality, patience, determination, fairness, respect for and interest in the children
- The head of establishment recognises and praises the contribution of staff to the success of the establishment

STRAND 5: Foster genuine partnership in education

Quality pointer 5.1	Partnership with staff

Indicators of good practice

5.1.3 Communication between management and staff is effective

Examples

- Information is communicated quickly and effectively by the head of establishment
- A communication system exists in the establishment which allows a two way exchange of information and ideas
- There is an efficient system for circulating reports and documents and a central storage point for these known to all
- Promoted staff monitor the level and nature of consultation and communication with staff
- A procedure exists for informing staff about the day-to-day business of the establishment
- All appropriate information which arrives in the establishment is circulated to appropriate members of staff timeously
- Relevant information from meetings or courses by the head of establishment or members of staff is disseminated timeously
- Regular meetings take place between management and staff for which there is an agenda issued in advance
- Decisions, dates and action to be taken are minuted
- The staff know details of the establishment development plan
- Staff have access to information about all matters relating to administration, organisation and procedures
- Staff have access to information about matters relating to curriculum and learning/ teaching
- Information gained as a result of contact with other agencies is shared as appropriate with staff
- Information about community events and initiatives is communicated to staff
- Relevant information is communicated to the staff member responsible for a particular child
- The head of establishment gives information relating to the allocation of per capita
- Policies are produced as a result of consultation with staff
- Promoted staff play a key role in the communication process by :
  - *clarifying issues of policy and practice*
  - *identifying and disseminating good practice*
  - *relaying matters of concern to the head of establishment*
  - *supporting staff in the playroom and in their planning of the curriculum*

STRAND 5: Foster genuine partnership in education

Quality pointer 5.1	Partnership with staff

Indicators of good practice

5.1.4 The management of the establishment takes account of the welfare needs of staff

Examples

- The head of establishment shows commitment to the pastoral care of staff through:
  - *being available to listen to concerns of staff*
  - *showing sensitivity to personal circumstances*
  - *being sensitive to situations which may lead to stress amongst staff*
- The head of establishment and promoted staff make themselves available to staff
- The head of establishment and promoted staff are approachable
- The management responds sensitively to the personal needs of staff
- Advice and support are sought, if necessary, from other professional agencies
- Staff are aware of the authority's policies relating to staff welfare:
  - *long term absence,*
  - *early retirement schemes,*
  - *alcohol-related illness*
  - *compassionate leave*

  (See Standard circular 18 - *'Retirement of teachers;'* Standard circular 36 - *'Sickness benefit and self-certified absence scheme (teachers)'*; Standard circular 40 - *'Premature retiral scheme'*)
- Establishment management and authority services provide support in response to staff needs
- The head of establishment takes a positive approach to the promotion of health

181

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.1	**Partnership with staff**

Indicators of good practice

5.1.5 Grievance procedures are known and, where necessary, properly implemented

Examples

- Information about grievance and disciplinary procedures is included in the staff handbook
- The procedures relating to grievance are known to staff and are available in a central point for their perusal
- Procedures relating to grievance and discipline are implemented, where necessary, in accordance with agreed guidelines within conditions of service

STRAND 5: Foster genuine partnership in education

Quality pointer 5.2	Partnership with parents

Indicators of good practice

5.2.1 Parents are made aware of the aims of the establishment

Examples

- There is a statement on home/establishment community links in the staff handbook
- The establishment has an attractive, informative and easily read handbook.
- Policy implementation is communicated to parents, management committees and advisory groups and a statement is made to the school board where appropriate
- The establishment uses publicity material relevant to the regional council's pre-five policies, as well as material publicising the range of establishment's services and how access is gained. This is available to all parents
- The establishment states its educational aims and philosophy in a mission statement which is available to parents
- The establishment aims are reflected in all policies and practices
- Parents share the establishment's educational aims and philosophy
- The establishment keeps parents well informed of all aspects of establishment life through meetings, interviews, written and informal communications
- The establishment uses other means to inform parents and the community of plans, activities and achievements:
  - *reports*
  - *noticeboards*
  - *newsletters*
  - *press releases to local papers*
  - *notices in local shops*
  - *letters to parents*
  - *parents' meetings*
  - *local link-up groups*
  - *informal links through staff*

183

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.2	**Partnership with parents**

Indicators of good practice

5.2.2 Parents are given advice on how to help with their children's learning and development

Examples

- Emphasis is given to developing strong relationships with parents
- Parents are given information about:
  - *the work of their child*
  - *the learning and teaching methods used by the establishment*
  - *how they can help their child learn at home*
  - *their child's progress*
- Factsheets in accessible language are available to support workshops
- There are opportunities for parents to be involved in activities within and outwith the playroom

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.2	**Partnership with parents**

Indicators of good practice

5.2.3 Parents are informed about their children's progress

Examples

- A format for reporting to parents is used
- Formal and informal communication takes place with parents on the assessment and progress of their children
- There are procedures to allow support staff to report child's progress to parents
- Parents' observations and comments are used in the assessment
- Parents know what activities their child is doing
- Procedures exist for parents knowing the details of their child's work in the establishment, for example, workshops and/or factsheets in user-friendly language
- Parents are informed of their child's development
- Assessment profiles are available for parents and the information is shared with other agencies, if appropriate
- The parents of children are given relevant information about their child's attendance at the establishment
- Staff are knowledgeable about the development of their children, being aware of key strengths and areas for development, and can communicate these effectively and positively to parents
- Children's progress is checked and recorded so that significant changes in performance are quickly recognised, appropriate action taken and parents informed
- The establishment makes special arrangements to report children's progress to parents who have specific needs:
  - *an interpreter for the deaf*
  - *home visits to the housebound*
  - *a translator for non-English speaking parents*

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.2	**Partnership with parents**

Indicators of good practice

5.2.4 Opportunities are given for parents to discuss their children's progress

Examples

- The establishment welcomes enquiries by parents about their children's progress
- Parents are consulted on curricular decisions which affect their own individual child
- Parents' evenings are planned and parents informed appropriately
- When appropriate, group meetings which include parents and other professional staff are planned to discuss children's progress
- Parents' observations and comments are used in the assessment of children's progress
- Feedback of opinions on assessment from parents is systematically and regularly sought and the views expressed are valued and taken into account

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.2	**Partnership with parents**

Indicators of good practice

5.2.5 The establishment liaises with parents about the needs of individual children

Examples

- A good relationship has been established with parents
- The role of the parent as an educator is appreciated by the establishment
- Particular family circumstances are known
- Parents understand staff roles in relation to day-to-day operations in general and to their child in particular
- Close consultation exists between parents and staff in meeting the needs of the child
- Parents are consulted on curricular decisions which affect their own child
- The establishment ensures parents are given sufficient opportunities to comment on any change in their child's circumstances
- Staff communicate with parents and other agencies about the welfare of children
- When appropriate, group meetings which include parents and other professional staff are planned to discuss child progress
- Confidentiality is respected
- When necessary home visits are undertaken
- Regular exchanges of information take place between home and establishment
- Meetings with parents are arranged at mutually acceptable times
- All written communication is sensitively written in easily understood language
- Parents are required to provide information on matters such as medication, dietary requirements and allergies
- Advice is made available to parents about support from other agencies:
  - *welfare rights*
  - *social work*
  - *psychological services*
  - *health services*
- Parents are advised, consulted and informed during the process of recording needs
- Consultation and advice takes place between the establishment and the home about the use of specialised resources
- Advice is given to parents about the use of specialised resources
- If appropriate, particular resources relevant to the child's needs are available for use at home
- Parents are given the opportunity to show their interest in their child's education
- Parents are encouraged to provide information about their child's life, experience and development to establishment staff

STRAND 5: Foster genuine partnership in education

Quality pointer 5.2	Partnership with parents

Indicators of good practice

5.2.6 Parents are encouraged to take part in the life of the establishment

Examples

- Policies and practices encourage parents to participate in the work of the establishment
- Parents are given the opportunity to become involved in:
  - *playroom activities*
  - *the preparation of materials*
  - *the presentation of display work*
  - *celebrations, outings and visits*
  - *the planning and implementation of specific curricular initiatives*
- There is a welcoming attitude by staff towards all parents
- There are opportunities for parents to see the curriculum in action, for example, visits outwith the establishment, open days and in everyday playroom activities
- There are opportunities for parents to see curricular resources which are used in the establishment
- The views of parents are sought concerning the establishment
- There are opportunities for parents to be more actively involved in initiatives such as toy library and an advisory group
- Parents know the detail of the day-to-day life of the establishment with regard to such matters as pattern of the day, what their child should take to the establishment, meal arrangements and transport arrangements
- There are opportunities for informal contacts between parents and staff during the establishment day
- The establishment makes use of the cultural and religious experience of parents and community members to contribute to the curriculum, for example borrowing ethnic dress, cooking utensils or inviting parents as speakers
- Parents' contributions are valued
- There are opportunities for parents, staff and support agencies to share complimentary skills, information and experiences
- Newsletters carry information about the establishment
- If possible, accommodation is made available to parents
- Parents are involved at a level they consider appropriate
- Mechanisms exist for parents knowing the details of their child's work in the establishment for example, workshops and/or factsheets in user-friendly language
- Parents are satisfied with their links with the establishment and staff
- A positive relationship exists between staff and adults
- Communication links with parents are regularly monitored and evaluated
- There is a positive attempt to involve all adults in the life of the establishment
- There are known procedures for parental suggestion or complaint

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.2	**Partnership with parents**

Indicators of good practice

5.2.7 Parents are informed and, where appropriate, consulted about all establishment matters

Examples

- The establishment organises opportunities for parents to find out about the curriculum and how their children learn, for example, workshops, information pamphlets or bulletins
- Communications and meetings are planned to ensure that parents are fully informed regarding curricular matters
- There are opportunities for parents to see curricular resources which are used in the establishment
- The views of parents are sought concerning the establishment through:
  - *letters*
  - *questionnaires*
  - *meetings*
- Parents are consulted in a systematic way on topics which include :
  - *assessment and reporting*
  - *induction arrangements*
  - *new initiatives in the curriculum*
- Parents are involved in contributing to the planning and implementation of specific curricular initiatives, for example, outside visits
- Formal and informal consultation takes place with parents on the progress of their children
- Parents know what learning and teaching strategies are used in the establishment
- Parents know sufficiently far in advance the detail of future events such as holidays, in-service days and social events or educational outings involving their child
- There are frequent meetings to keep parents well informed of developments within the establishment
- The establishment makes special arrangements to report children's progress to parents who have specific needs:
  - *an interpreter for the deaf*
  - *home visits to the housebound*
  - *a translator for non-English speaking parents*
- Parents are kept well informed about equal opportunities in the establishment by:
  - *newsletters /information pamphlets*
  - *attendance at parent workshops*
  - *access to resources*
  - *topic outline*
  - *children's work*
- The establishment keeps parents well informed of all aspects of establishment life through meetings, interviews and written communications

STRAND 5: Foster genuine partnership in education

Quality pointer 5.2	Partnership with parents

Indicators of good practice

5.2.7 Parents are informed and, where appropriate, consulted about all establishment matters (cont'd)

- There are opportunities for parents to see the curriculum in action, for example, visits outwith centre, open days etc
- There is good attendance at parents' meetings on the curriculum and child development
- Parental consultation arrangements take place
- The establishment uses publicity material relevant to the regional council's pre-five policies, as well as material publicising the establishment's services and how access is gained
- The tone of written and verbal communication encourages partnership
- Children's work is displayed
- A parents' noticeboard is in an accessible place and kept up-to-date and keeps parents informed of establishment activities
- The establishment seeks advice from parents as to the effectiveness of its communications
- Written communications to parents display the Strathclyde Regional Council letter heading including the equal opportunity logo

STRAND 5: Foster genuine partnership in education

Quality pointer 5.2 | **Partnership with parents**

Indicators of good practice

5.2.8 General information for parents is available in relevant community languages

Examples

- The establishment is sensitive to the need to provide information in more than one language
- Account is taken of the needs of non-English speakers
- Where appropriate, the establishment has an attractive, informative and easily read handbook available in all community languages
- Good communication in appropriate community languages exists with parents through newsletters and the noticeboard
- The establishment makes special arrangements to report children's progress to parents who have specific needs:
  - *an interpreter for the deaf*
  - *home visits to the housebound*
  - *a translator for non English speaking parents*
- Written communication with parents is easily understood
- Where appropriate letters to parents are written in both English and community languages
- The establishment has access to translators
- Where appropriate signposts and notices are written in both English and community languages
- There is considered use of a variety of styles of communication taking account of audience and purpose
- An interpreter is available at parents' meetings where there is a need to provide information in more than one language

STRAND 5: Foster genuine partnership in education

Quality pointer 5.2	Partnership with parents

Indicators of good practice

5.2.9 The establishment is sensitive to the needs of parents

Examples

- If possible, accommodation is made available to parents, and they are involved at a level they consider appropriate
- Accommodation is available for users other than children for example, parents' room, drop in facility, toy library and cafe
- If possible, parents working in the establishment can use the cafeteria services
- Documentation used for assessment is appropriate for parents
- The establishment is sensitive to parental enquiries and individual circumstances
- The establishment provides a comprehensive handbook which is written in language appropriate for all parents
- There are a variety of evening activities, for example, curriculum workshops and social events to promote contacts between parents and staff
- Discussions with parents are easily understood and reinforce equal opportunity policies
- Parents know arrangements for private/ confidential interviews
- The establishment seeks advice from representatives of the ethnic communities as to the effectiveness of its communications
- Parents are satisfied with the links between themselves, the establishment and its staff
- The establishment values the opinion of parents
- There is a coherent approach by the establishment and the professional agencies to working with families
- The needs of parents are considered by the establishment and they are made to feel welcome

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.2	**Partnership with parents**

Indicators of good practice

5.2.10 Where established, home visiting programmes are planned in partnership with parents

Examples

- A statement on the home visiting programme, where one exists, is part of the home/establishment/community links policy
- Where appropriate, the establishment has established a home visiting programme as a means to further meeting the needs of parents and children
- A member of the promoted staff acts as co-ordinator for the home visiting programme
- Training on home visiting is available for staff and parents
- The annual number of home visits is analysed with respect to race and disability and other needs (eg. social deprivation) and imbalances are investigated
- Children on the register of applications, or who are poor attenders, are kept in contact with the establishment through home visiting
- Home visits are used to give housebound parents reports of their child's progress

193

STRAND 5: Foster genuine partnership in education

Quality pointer 5.3	Partnership with other services

Indicators of good practice

5.3.1 The establishment co-operates, where appropriate, with staff from, secondary schools, FE colleges, the police, the fire brigade, health services, community education, careers service and social services

Examples

- There is an establishment policy on partnership with other services
- Staff are aware of the roles of visiting specialists and learning support staff and work effectively with them
- The centre invites other agencies to contribute to staff development:
  - *personnel from colleges*
  - *local doctor*
  - *social work*
  - *local clergy*
- All staff have opportunities to be involved in working in partnership with other groups such as parents, support agencies and the community
- There is evidence of joint planning with other services
- Staff are aware of the roles and responsibilities of other agencies
- The establishment maintains effective relationships and good communication with support agencies
- Representatives from appropriate agencies are involved in the learning process of children
- There are opportunities for staff to be involved in joint planning of specific initiatives with professional bodies
- Assessment profiles are available for parents and the information is shared with other agencies, if appropriate
- There is communication with the social work department concerning the non-attendance of children on the child protection register or about whom there is concern
- Staff communicate with parents and other agencies about the welfare of children, in consultation with senior management of the establishment and relevant agencies
- The establishment is responsive to requests by external agencies
- The establishment makes full use of staff from other agencies to support their work:

  Local authority agencies
  - *social work department*
  - *police*

  Health service
  - *establishment nurse*
  - *establishment doctor*
  - *dentist*
  - *speech therapist*
  - *occupational therapist*

  Other agencies
  - *chaplains and personnel from religious organisations*
  - *colleges of education*
  - *industry*
  - *local community*

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.4	**Partnership with the school board/advisory committees**

Indicators of good practice

5.4.1 The school, school board and the PTA/PA co-operate (nursery class)

Examples

- Partnership with the school board and/or PTA is included in a statement in the handbook
- Partnership with the school board and/or PTA/PA is included in the policy on home/establishment/community links
- Members of the school board are regular visitors to the nursery class
- The school board and the PTA/PA work together for the good of the establishment
- The head of establishment has an effective working relationship with the school board
- Consultation takes place with the school board about the development of the nursery class
- The school board acts as receiver and disseminator of information on curricular and assessment matters
- The school board is consulted on curricular matters
- The parents take an interest in the work of the school board
- Parents are encouraged to join the PTA/PA
- If there is a school board, it is:
  - *active*
  - *consulted in all aspects of establishment life*
  - *communicating with parents*
- The school board/PA is seen as enhancing partnership between the parents and the establishment

195

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.4	**Partnership with the school board/advisory committees**

Indicators of good practice

5.4.2 The head of establishment and school board comply with legislation (nursery class)

Examples

- All aspects of legislation are fulfilled:
  - *election procedures are complied with*
  - *the school board is properly constituted*
  - *there is an annual report to parents*
  - *minutes of the meetings are displayed in the school and nursery class*
  - *parents are made aware of dates of meetings*
  - *parents are aware that meetings are public and they are welcome to attend*
  - *the headteacher makes an annual report to the board*
  - *the per capita allocation is approved by the school board*
- The head of establishments' annual report to the school board identifies curricular priorities
- The school board acts as receiver and disseminator of information on curricular and assessment matters
- The school board is consulted on curricular matters
- The school board is involved in a programme of training

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.4	**Partnership with the school board/advisory committees**

Indicators of good practice

5.4.3 The establishment and advisory committee co-operate

Examples

- There is a properly constituted advisory committee
- The advisory committee comprises of parents, staff, external users of the establishment and representatives of appropriate agencies, for example health visitor, pre-school community organiser, local primary school headteacher
- Parents are informed of the constitution, membership and activities of the advisory committee
- The advisory committee communicates on a regular basis with the larger parent body
- Consultation takes place between the establishment and the advisory committee on relevant matters
- The staff and the advisory committee work in partnership for the good of the establishment
- The advisory committee supports the establishment by organising and assisting with social events
- The advisory committee supports the establishment by raising funds
- The head of establishment responds appropriately to the views of the advisory committee

197

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.4	**Partnership with the school board/advisory committees**

Indicators of good practice

5.4.4 The head of establishment keeps the school board/advisory committee fully informed about establishment matters

Examples

- The head of establishment acts as principal adviser to the school board/advisory committee
- The head of establishment communicates the establishment's curriculum and assessment policies to the school board/advisory committee
- The head of establishment communicates the establishment's policy on discipline and rules to the school board/advisory committee
- The head of establishment responds appropriately to the views of the school board/advisory committee
- The school board/advisory committee if established :
  - *is well informed about appropriate aspects of establishment life*
  - *actively seeks the views of parents*
  - *offers its view on appropriate aspects of establishment life*
  - *has links with other parent groups associated with the establishment*
  - *regularly communicates with parents*
- The head of establishment works in partnership with the advisory committee and communicates with them on a regular basis, gives relevant information and consults them as appropriate

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.4	**Partnership with the school board/advisory committees**

Indicators of good practice

5.4.5 The school board/advisory committee consults and communicates with parents

Examples

- The school board/advisory committee consults the parent body with a view to providing appropriate activities
- The school board/advisory committee communicates regularly with the parent body
- The school board/advisory committee informs parents about its activities through regular newsletters, information sheets and/or meetings
- The school board/advisory committee uses questionnaires, interviews, meetings to determine parental opinion
- Responses to consultations are made known to all parents
- Appropriate action is taken in response to consultations
- The school board/advisory committee informs parents about its activities through:
  - *newsletters*
  - *information sheets*
  - *circulation of minutes*
  - *inclusion of a school board /advisory committee section in an establishment communication to parents*
  - *calling meetings of parents*
- Members of the school board/advisory committee make themselves available for consultation at parents' meetings or 'surgeries' held for the purpose
- The school board/advisory committee consults parents on any major initiative that it proposes to undertake

199

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.5	**Partnership with students**

Indicators of good practice

5.5.1 The establishment co-operates with training colleges

Examples

- The establishment aims to form a partnership with training colleges
- The establishment facilitates student placements
- The head of establishment or representative attends the relevant meetings in the colleges regarding student training and placements
- The establishment provides the colleges with the handbook and other information as appropriate
- The establishment works with colleges to ensure appropriate training is given to the student during her/his placement
- Staff know the contact person in the relevant colleges
- The establishment co-operates in the assessment of students
- The staff provide reports on the students in accordance with college criteria

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.5	**Partnership with students**

Indicators of good practice

5.5.2 The establishment co-operates in planning an appropriate programme for each student placement

Examples

- The staff are knowledgeable about the college courses and the requirements of the placements in relation to student training
- The head of establishment holds a copy of the college guidelines for the students and makes them available to staff who have responsibility for particular students
- Students are linked to a particular member of staff during their placement
- The head of establishment and member of staff responsible for students work with them to draw up a programme of work in accordance with college guidelines
- Members of staff carry out assessment of students and provide reports for the colleges

201

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.5	**Partnership with students**

Indicators of good practice

5.5.3 The establishment provides appropriate professional development for each student

Examples

- The staff of the establishment are good role models for students
- The head of establishment and member of staff responsible for the student identify student development needs and provide this, where possible, during her/his placement
- Students are made to feel confident in articulating their professional development needs
- Students are included in any appropriate in-service which takes place during their placement
- The relevant staff complete the students' profile as appropriate
- The relevant staff make professional judgements on the progress, suitability and development of the student and pass this on to the college

STRAND 5: Foster genuine partnership in education

Quality pointer 5.6	**Partnership with the community**

Indicators of good practice

5.6.1 The establishment co-operates with interest groups in the local community

Examples

- There is a policy on partnership with the community
- A promoted member of staff has responsibility for the co-ordination and monitoring of community involvement
- Accommodation is available for users other than children for example, parents' room, drop in facility, toy library, cafe
- Good links are established with the community
- Opportunities are developed for available accommodation to be used for identified community needs
- The establishment promotes opportunities for self-help groups and social activities
- Adults, parents and community are made aware of resources available in the establishment and welcomed to use them
- The establishment uses other means to inform the parents and the community of its plans, activities and achievements:
  - *reports*
  - *noticeboards*
  - *newsletters*
  - *press releases to local papers*
  - *notices in local shops*
  - *letters to parents*
  - *parents' meetings*
  - *local link-up groups*
- Local industry and the voluntary sector are encouraged to play a part in the development of pre-five services
- Local child care issues are discussed with senior management of the education department and developed in partnership with local industry and the vountary sector
- There is evidence of joint planning with other groups in the community
- There is a list of community groups available in the establishment
- There are opportunities for external users to make representation to the management
- There is a wide programme of activities to appeal to as many people in the community as possible
- There is a responsiveness in the establishment to the needs and views of external users and community agencies
- There is an awareness among the staff of the needs of the community and there is an attempt to meet those needs where possible
- The establishment encourages the promotion of self-help groups to meet the needs of the community
- The establishment is responsive to the needs of the local community in relation to the services it provides
- Establishment newsletters/magazines are sent to local groups

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.6	**Partnership with the community**

Indicators of good practice

5.6.2 The establishment contributes to local community activities

Examples

- There is an awareness of, and participation in community events by the establishment
- The establishment participates in local planning for pre-five services through contact with other agencies and other pre-five provision including that within the voluntary and private sector
- Staff and resources are made available where possible to support local initiatives
- The establishment responds to particular community needs where possible
- Opportunities are provided for children to be involved in specific initiatives for local groups such as concerts and fun days
- When appropriate, children's work is displayed in the community
- There is involvement of children and staff in community renewal or development programmes:
  - *tree planting*
  - *fetes*
  - *fun days etc*
- The establishment contributes information to the local community newspaper
- A member of staff has responsibility for the planning and co-ordination of the opportunities offered by the local area

STRAND 5: Foster genuine partnership in education	
Quality pointer 5.6	**Partnership with the community**

Indicators of good practice

5.6.3 Co-operation exists between the establishment and groups using its premises

Examples

- Resources available to adults are relevant and meet their requirements
- Clear guidelines are available for adults on the use of accommodation and resources
- There are meetings as appropriate with user groups
- There is consultation with external users about potential activities
- The views of external users are taken into consideration when planning activities such as adult education classes
- The establishment facilities are used to promote social contacts within the community
- The establishment shares its resources with the community
- Community groups are encouraged to use any available space in the establishment
- Monitoring of use is undertaken by representatives from the establishment and user groups

STRAND 5: Foster genuine partnership in education

Quality pointer 5.6	Partnership with the community

Indicators of good practice

5.6.4 The establishment presents itself positively in the community

Examples

- The establishment uses publicity material relevant to the regional council's pre-five policies, as well as material publicising the establishment's services and how access is gained
- The establishment uses other means to inform the parents and the community of it's plans, activities and achievements:
  - *reports*
  - *noticeboards*
  - *newsletters*
  - *press releases to local papers*
  - *notices in local shops*
  - *letters to parents*
  - *parents' meetings*
  - *local link-up groups*
- Publicity material is distributed by a variety of methods, for example use of the local library and shopkeepers
- There are planned approaches to the portrayal of a positive image of the establishment
- Achievements of children, staff and parents are highlighted and recognised through local press and newsletters
- A member of staff has a responsibility for publicity
- information about establishment activities to local groups
- The establishment receives positive coverage by the media
- There are opportunities for children's work to be displayed in the community for example, the local library
- Parents and other adults are welcomed into the establishment
- Where there is a need to provide communication in language other than English this is undertaken
- The establishment is able to access a translating service for community languages
- Information about establishment events is distributed to interested groups
- Immediate action is taken to arrange removal of graffiti from the outside walls of the establishment
- In action to combat vandalism and litter, priority is given to the frontage and public areas of the establishment

here are procedures for distributing

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.1	**Implementing the council's equal opportunity policy**

Indicators of good practice

6.1.1 Equal opportunities are provided for all children

Examples

- Responsibility of all aspects of equal opportunity appears on the remit of a promoted member of staff
- Adults are approachable and helpful to children and parents seeking advice or assistance
- Each child is treated fairly and with respect
- All children receive an education appropriate to their needs
- All children are made to feel their contribution is valued
- Adults use positive strategies to involve children in all aspects of the curriculum
- Each child has the opportunity to take a full and active part in all aspects of the curriculum
- Boys and girls work together on all curricular activities
- Children who have English as a second language are appropriately supported to ensure access to all activities
- Activities are organised in a manner which does not isolate certain children or reinforce negative stereotyping
- Staff make a point of exploring why certain behaviour is unsatisfactory and demonstrate their adherence to the position that all are of equal worth and all have the same rights
- Pupils with communication difficulties and other specific needs are supported by the appropriate technology and learning strategies
- All children and their parents are met before attendance at the establishment and appropriate settling in approaches are employed
- Discussions and communications with parents are free of jargon and reflect regional equal opportunity policies
- Parents are kept informed about equal opportunity issues in the establishment
- Staff and parents are clear on procedures for reporting harassment, bullying and racism
- Reports on harassment, bullying and racism are dealt with fairly and promptly and parents informed of the outcome
- The views and needs of the individual children are respected

207

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.1	**Implementing the council's equal opportunity policy**

Indicators of good practice

6.1.1 Equal opportunities are provided for all children (cont'd)

- The establishment makes special arrangements to report children's progress to parents who have specific needs:
  - *an interpreter for the deaf*
  - *home visits to the housebound*
  - *a translator for non-English speaking families*

- The establishment accommodates children with special needs through:
  - *the provision of technology and other learning aids*
  - *specialist help*
  - *appropriate furnishings and fittings*

  without causing isolation

- Children work in a harmonious atmosphere in which they are all held to be of equal worth

- Bilingual children are appropriately supported to make sure that they have access to all areas of the curriculum

- English language support and bilingual support are continually reviewed to ensure each child achieves her/his full potential

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.1	**Implementing the council's equal opportunity policy**

Indicators of good practice

6.1.2 All children are made aware of the equal value of others irrespective of sex, race, religion, culture or disabilities

Examples

- Establishment policy statements reflect regional policy
- The handbook statements relate to equality in terms of gender, race and ability
- The establishment policies contain principles and practices designed to :
  - *acknowledge and support the rights, capacities and worth of all individuals*
  - *acknowledge and support the religious beliefs of all children*
  - *acknowledge and support the social background of all children and family patterns*
  - *avoid traditional stereotyping*
  - *promote the positive value of a multi-ethnic society*
  - *acknowledge and support the bilingual children*
  - *tackle racist issues*
  - *tackle incidents of harassment, bullying and aggression*
  - *accommodate particular religious practices, such as dress and dietary requirements without causing isolation*
  - *give girls and boys equal access to the curriculum*
  - *accommodate children with special needs through the provision of technology and other learning aids, specialist help and appropriate furnishings and fittings without causing isolation*
  - *integrate children with special needs by paying heed, to special requirements they may have such as, drug therapy and staff use of radio transmitter for deaf children*
  - *include opportunities for all children to study their own values and that of others*
  - *actively promote positive behaviour*
- A positive self image is fostered in every child by supporting her/his learning to value her/his own language, beliefs and cultural heritage while respecting those of other people
- Sexist, racist or other derogatory language is actively discouraged
- Children are made aware of the needs of others with special needs, for example, touching a deaf child before you talk to her/him and facing her/him when you speak
- All samples of children's work are displayed as having equal validity
- There is a positive attempt to include both parents and extended family in establishment activities
- There is a positive attempt to include disabled parents and parents from ethnic minorities in the life of the establishment
- Relationships between all members of the establishment demonstrate respect for the rights and dignity of others
- The establishment presents itself as a positive model and daily demonstrates equal opportunities for all members of the community, children, parents and staff

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.1	**Implementing the council's equal opportunity policy**

Indicators of good practice

6.1.3 Relevant legislation and regional policies are implemented

Examples

- Staff are aware and have access to relevant national legislation:
  - *Education Act 1981*
  - *Disability Act*
  - *Race Relations Act*
  - *Sex Discrimination Act*
  - *Code of Practice (Scotland) for elimination of racial discrimination in education - Commisson for Racial Equality 1991*
- Staff are aware of, have access to and implement relevant regional policies :
  - *Policy Principles of the Pre-Five Service (1990)*
  - *Revised Standard Circular 3A ('Entry to nursery schools and classes, day nurseries and other pre-five establishments')*
  - *Social Strategy Policies*
  - *Tackling Racist Incidents within the Education Service (SRC 1990)*
  - *Sex Equality in the Education Service (SRC1988)*
  - *Room to Grow*
  - *The Integration of children with Special Educational Needs*
  - *Peace and Conflict Studies (1988)*
  - *Every Child is Special (SRC1988)*
  - *Racial equality in Strathclyde (SRC1988)*
- All children, parents and staff are entitled to equal opportunities within the context of national legislation and regional policies
- Staff implement establishment policy statements which reflect regional policies on equal opportunities
- The establishment presents itself as a coherent model and daily demonstration of equal opportunities for all members of its community, children, staff and parents
- The management of the establishment is aware of the availability of divisional and regional support in multicultural education and equality
- Policies contain principles and practises designed to :
  - *acknowledge and support the rights, capacities and worth of all individuals*
  - *acknowledge and support the social background of all children and family patterns*
  - *acknowledge and support the religious beliefs of all children*
  - *avoid traditional stereotyping*
  - *promote the positive value of a multi-ethnic society*
  - *acknowledge and support bilingual children*
  - *tackle racist issues*
  - *tackle incidents of harassment, bullying and aggression*
  - *accommodate particular religious beliefs, dress and dietary requirements, without causing isolation*
  - *give girls and boys equal access to the curriculum*
  - *accommodate children with special needs through the provision of technology and other learning aids, specialist help and appropriate furnishings and fittings, without causing isolation*

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.1	**Implementing the council's equal opportunity policy**

Indicators of good practice

6.1.3 Relevant legislation and regional policies are implemented (cont'd)

- *integrate children with special needs by paying heed, whenever appropriate, to special requirements they may have such as, drug therapy, use of radio transmitter for deaf children or special dietary needs*
- *actively promote positive behaviour*

- Both parents and extended family are encouraged to participate in the life of the establishment .
- Parents from ethnic minority backgrounds are encouraged to participate in establishment activities
- Signs and notices, newsletters etc. are written in community languages, where appropriate
- The procedures outlined in the document Tackling Racist Incidents Within the Education Service and subsequent changes are adhered to
- The guidelines contained in the Code of Practice (Commission for Racial Equality document 1991) are adhered io

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.1	**Implementing the council's equal opportunity policy**

Indicators of good practice

6.1.4 The content of the curriculum and resources promote a positive image of men and women, of people with disabilities or who are disadvantaged, and of religious, racial and cultural groups

Examples

- The curriculum content, practices and staff attitudes promote self respect, tolerance, conflict resolution and caring attitudes
- The content of the curriculum and resources promote a positive image of men and women, of people who have special needs and of religious and cultural groups
- Curriculum content:
  - *positively represents a range of cultures*
  - *promotes the concepts of equality and justice*
  - *is free of bias, stereotyping and offence*
  - *heightens children's multicultural and anti-racist awareness*
  - *heightens children's awareness of the range and nature of special needs*
  - *heightens children's gender awareness*
  - *includes opportunities to study the universal features of human behaviour and the common experiences, for example, families and celebrations*
- Curriculum content recognises the significant human achievements of:
  - *women*
  - *people with special needs*
  - *people from a range of cultural backgrounds*
- Resources and materials:
  - *allow for curricular work and activities related to equality on gender, multicultural and anti-racist education and special needs*
  - *are free of bias, stereotyping and the potential to offend*
  - *reflect the needs of individual children, for example, large print, dual reading text*
  - *present positive images of all groups*
  - *heighten awareness of gender equality*
- Assessment materials:
  - *do not discriminate unfairly against any individual/group*
  - *positively represent a range of cultures*
  - *are free of bias, stereotyping and the potential to offend*
  - *promote the concepts of equality and justice*
  - *match the needs and abilities of the individual child*
- Assessment procedures and reporting:
  - *do not discriminate unfairly against any individual/group*
  - *are free of bias, stereotyping and the potential to offend*
  - *promote the concepts of equality and justice*
  - *match the needs and abilities of the individual child*

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.1	**Implementing the council's equal opportunity policy**

Indicators of good practice

6.1.5 The establishment takes account of the cultural and religious practices and beliefs of the children

Examples

- Staff have a positive attitude towards cultural diversity and promote it as an enriching feature of education
- Staff planning shows an awareness of multicultural and anti-racist education
- Cultural and religious practices such as dress, dietary requirements and single sex attitudes are respected and if possible accommodated
- Major religious festivals are celebrated
- Appropriate language is used in the celebration of the festivals
- A variety of experiences of different cultures are provided for children
  - *food*
  - *clothes*
  - *language*
  - *religious worship*
  - *geography*
  - *contact with adults and children*
- Staff are good examples of positive attitudes to equal opportunity and social justice in their dealings with colleagues, pupils and parents
- The establishment acknowledges and values the contribution which, where appropriate the children's own experience, that of their parents and that of members of the local community can bring to the curriculum and the life of the establishment

213

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.1	**Implementing the council's equal opportunity policy**

Indicators of good practice

6.1.6 Racist, religious and obscene graffiti is removed immediately

Examples

- Procedures exist to report racist, obscene and derogatory religious graffiti
- The region's "Quick Response" scheme is used
- Appropriate counselling is given to anyone found to have written racist, obscene or derogatory religious graffiti

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.1	**Implementing the council's equal opportunity policy**

Indicators of good practice

6.1.7 Staff undertake training on providing equal opportunities and on multi-cultural and anti-racist education

Examples

- The head of establishment has had training on Tackling Racist Incidents Within the Education Service (TRIWES) 1990
- Staff development in equal opportunities, social justice and social strategy issues is planned
- Staff are given training in implementing regional policy:
  - *Revised Standard Circular 3A - "('Entry to nursery schools and classes, day nurseries and other pre-five establishments')*
  - *Young People in Trouble (SRC1988)*
  - *Sex Equality in the Education Service (SRC 1988)*
  - *Tackling Racist Incidents Within the Education Service (SRC 1990)*
  - *Every Child is Special (SRC 1992)*
  - *Equal Opportunities (draft 1993)*
  - *Peace and Conflict Studies (1988)*
  - *Education in a multicultural Society (1986)*
- The establishment makes use of contact and curricular input from organisations which support equal opportunities, for example, psychological services, multicultural education, Ethnic Minorities Project and Equal Opportunities Team
- Staff are clear as to the nature and extent of support available from divisional, regional services and external agencies
- Input from specialists is used to support staff development, such as that from:
  - *multicultural and anti-racist advisers, staff tutors and support team*
  - *language centres*
  - *ESL staff*
  - *peripatetic services for hearing and visual impaired*
  - *bilingual staff*
  - *equal opportunities advisers and staff tutors*
- Representatives from various agencies are encouraged to make an input during staff meetings
- Staff are given specific training in strategies to use with pupils who have special educational needs
- Management and staff are aware of staff expertise and there is an up-to-date record of this
- Staff have opportunities to liaise with other establishments
- The establishment has access to the handbook of each support service, where available

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.1	**Implementing the council's equal opportunity policy**

Indicators of good practice

6.1.8 The policies on equal opportunities are reflected in the appointment and duties of all staff

Examples

- Staff, by example, promote positive attitudes to equal opportunity and social justice in their dealings with colleagues, children and parents
- The regional council policy on Equal Opportunities in Employment: Teaching Staff is implemented:
  - *the policy is made known to all employees and job applicants*
  - *employees are aware of their obligations under the policy*
  - *training and guidance for all staff and in particular promoted staff is provided to ensure that they understand the position in law and their responsibilities and duties under the regional council's equal opportunity policy*
  - *training is offered to school board members (nursery classes)*
  - *all recruitment procedures, including those in relation to promotion, should be of a non-restrictive nature in order to attract as wide a range of suitably qualified applicants as possible*
  - *job descriptions should not include female or male terms or ethnic criteria (unless there is a genuine occupational qualification for the job)*
  - *the guidelines on job description and person specification included in the policy are observed*
  - *the guidelines on short leeting and interviewing are observed*
- Staff have fair and equal opportunities to apply for promoted posts
- Staff duties and the composition of committees demonstrate an equality of access and involvement

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.1	**Implementing the council's social strategy**

Indicators of good practice

6.2.1 The establishment promotes caring attitudes and tolerance

Examples

- The establishment handbook contains statements promoting caring attitudes and tolerance as part of the establishment's ethos
- Staff show care and tolerance towards all children and parents
- The establishment ensures that no child or family is dealt with in an unfair or unjust manner
- The practices of the establishment encourage the children to show care, courtesy and tolerance towards each other
- Respect for the rights of others is a feature of the establishment
- Children are praised for caring and courteous behaviour
- Children are encouraged to care for people in the community for example, distribution of harvest gifts
- The establishment supports charitable events and appeals where possible
- The establishment supports disadvantaged groups in the community
- The establishment provides an awareness of the needs of children throughout the world, particularly those suffering from the effects of war, poverty and hunger
- Opportunities are given to staff to examine and reflect on their attitudes and assumptions about children:
  - *from areas of priority treatment*
  - *of new age travellers*
  - *a variety of 'family ' groupings*
- All children have access to the curriculum regardless of background
- The establishment fosters links with local community groups:
  - *youth clubs*
  - *parent and toddler groups*
  - *other pre-five groups*
  - *after school care*
  - *toy library*
  - *link-up groups*
- The establishment supports local corporate groups:
  - *community council*
  - *local partnerships and initiatives*

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.2	**Implementing the council's social strategy**

Indicators of good practice

6.2.2 Staff and resources provided under the council's social strategy are specifically used for that purpose

Examples

- The head of establishment and staff implement the region's social strategy policy to provide positive action in support of children who are disadvantaged
- Responsibility for monitoring the implementation of all aspects of the region's social strategy appears on the remit of a promoted member of staff
- Any additional resources to support the implementation of the council's social strategy are used for that purpose
- The establishment supports and makes effective use of projects set up to help combat disadvantage

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.2	**Implementing the council's social strategy**

Indicators of good practice

6.2.3 The establishment acts in partnership with other agencies specifically to implement the social strategy

Examples

- There is regular on-going contact with outside agencies
- There are clear staff remits for liaison with external agencies regarding social strategy
- The establishment has named contact in each agency
- There is knowledge of and regular liaison with appropriate support services:
  - *psychological services*
  - *language centres*
  - *speech therapy*
  - *learning support units*
  - *home and school centres*
  - *assessment centres*
  - *the educational development service*
  - *community education service*
  - *social work department*
  - *community police*
  - *reporter to the children's panel*
  - *other pre-five services*
- The establishment participates in inter agency meetings such as social work case conferences, pre-school assessment team (PRESCAT) and records of needs conferences
- Staff are aware of procedures for referring children to various agencies
- Representatives from various agencies are encouraged to make an input during staff meetings
- There is efficient timetabling of staff from support agencies :
  - *speech therapists*
  - *health visitor*
  - *ESL teachers*
  - *peripatetic teachers of the hearing impaired*
  - *home link staff*
- Support staff have access to and are familiar with relevant establishment policies
- Support staff have access to and are familiar with establishment resources
- Support staff work in the playroom with the children when appropriate
- Staff and support staff have regular opportunities for discussion and joint planning
- There are procedures to allow support staff to report children's progress to staff
- There are procedures to allow support staff to report children's progress to parents
- The work of support staff in the establishment is monitored by management
- Links are forged with local community groups
- Establishment staff are involved in joint initiatives with other establishments and agencies in the local area in promoting learning opportunities for adults
- The staff and children are involved in local initiatives or concerns
- The establishment encourages community awareness of the services offered through participation in local corporate groups such as link-up groups
- The establishment provides a range of information on support services

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.2	**Implementing the council's social strategy**

Indicators of good practice

6.2.4 Children at risk are closely monitored by promoted staff

Examples

- Standard Circular 57 ('child abuse') is strictly adhered to
- The establishment has written guidelines in connection with identifying and reporting cases of child abuse
- Staff are aware of the roles, protection issues and responsibilities and procedures of other agencies in relation to children at risk
- The establishment maintains effective relationships and good communication with support agencies in respect of child protection
- There is regular planned contact between a promoted member of staff and each child in need of protection
- Staff are approachable and listen to the variety of ways children communicate their experiences and fears
- Staff are non-judgemental and do not make children feel guilty about their experiences and fears
- Staff support children if child abuse procedures are put into operation
- On a need-to-know basis staff are informed about children who have been identified as being at risk
- Promoted staff support other staff in dealing with situations of child abuse by:
  - *discussing their concerns and fears with them*
  - *supporting their referrals to social work*
  - *dealing with parents*
- When needing support, promoted staff contact the local authority for guidance
- Concerns about children's health, hygiene or physical well-being are referred to promoted staff
- Promoted staff make a quick and positive response to concerns
- All enquiries from the media about allegations of child abuse are redirected to the regional press officer (Tel: 041-227 3423)
- Staff are encouraged to be sensitive in their support of children and families during periods of stress
- Staff are aware of the backgrounds of children

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.2	**Implementing the council's social strategy**

Indicators of good practice

6.2.5 The pre-five admissions policy of the regional council is implemented

Examples

- The head of establishment implements Revised Standard Circular 3A(*'Entry to nursery schools and classes, day nurseries and other pre-five establishments*)
- All staff and parents are familiar with the admissions policy of the council
- The leaflet on the admissions policy is freely available for parents
- Parents are aware of the appeal process concerning the admission of children to pre-five establishments
- Referring agencies are aware of the council's admissions policy
- The register of applications is reviewed periodically by the head of establishment
- Referrals from external agencies are made on the appropriate proforma
- An admissions panel has been established
- The admissions panel meets to allocate places according to the regional council's admissions policy
- An admissions panel is established to allocate places to several establishments, and to ensure that each child is placed in the most appropriate establishment
- The admissions panel keeps a record of decisions made

STRAND 6: Promote equal opportunity and social justice	
Quality pointer 6.2	**Implementing the council's social strategy**

Indicators of good practice

6.2.6 The admissions panel has representatives from other agencies

Examples

- As appropriate, the admissions panel has representatives from external agencies:
  - *the health board (health visitors)*
  - *psychological services*
  - *the social work department*
  - *associated primary schools*
  - *other pre-five services*
  - *the pre-school community organiser*
- Minutes and other appropriate records are kept of the meetings of the admissions panel
- Staff are aware of the rules, responsibilities and procedures of other agencies
- Opportunities for joint training and liaison are available

STRAND 7: Support economic growth and prosperity	
Quality pointer 7.1	**Awareness of working life**

Indicators of good practice

7.1.1 Children are made aware of the work people do

Examples

- Opportunities are provided for children to have contact with people who work in the community
- The establishment's work encompasses activities which promote awareness of :
  - *a range of industry and commerce in the local environment, for example, supermarket, farm, cinema, factory, pet shop, bank*
  - *people who do work, for example, policeman, nurse, doctor, dentist, shopkeeper*
  - *staff who work in the establishment, for example, janitor, cleaner, catering staff*
- Playroom displays and children's activities are linked to the work of people in the community

STRAND 7: Support economic growth and prosperity	
Quality pointer 7.1	**Awareness of working life**

Indicators of good practice

7.1.2 Children are taken to visit the places where people work

Examples

- The establishment curricular programme is supported by visits to places of work
- All staff are aware of the range of visits that can be made to observe people at work
- There is good liaison between a member of the establishment's staff and the contact person of the venue to be visited
- Parental permission is obtained for each child going on the visit
- Regional council guidelines (Standard Circular 48 – *'School visits during term time'*) concerning the supervision of children on outside visits are adhered to
- Due attention is paid to health and safety matters
- Parents are invited to accompany their children on visits
- A resource bank containing information on visits, contact person, opening times etc. should be maintained
- The purpose of visits to workplaces is clear to all involved

STRAND 7: Support economic growth and prosperity	
Quality pointer 7.1	**Awareness of working life**

Indicators of good practice

7.1.3 Adults are invited to the establishment to talk to children about their work

Examples

- Visits from people in the world of work are arranged to support the on-going work in the establishment
- There is good liaison between a member of the establishment's staff and the visitor
- Parents with specific skills and interests are invited to talk to the children and demonstrate their skills
- Parents are aware of the visitor's presence and are encouraged to attend

225

STRAND 7: Support economic growth and prosperity	
Quality pointer 7.2	**Conservationissues**

Indicators of good practice

7.2.1 Children are made aware of the need to conserve the world's resources

Examples

- Opportunities are provided through daily routines, curricular activities and initiatives for children to develop a positive attitude to environmental issues
- The establishment and parents participate in recycling initiatives
- Parents and the local community are invited to share in any environmental awareness projects initiated by the establishment.
- The establishment participates in national and local recycling schemes, wildlife conservation and clean-up programmes

STRAND 7: Support economic growth and prosperity	
Quality pointer 7.2	**Conservation issues**

Indicators of good practice

7.2.2 Staff are encouraged to make savings in energy consumption

Examples

- Staff are familiar with Standard Circular 35 - *('Energy conservation')*
- Children are encouraged not to waste finite resources, such as water, energy (eg. electricity, gas and oil).
- Staff set a good example by closing external doors and windows, not overheating playrooms, turning off taps, switching off lights and promoting energy awareness
- Contact is made with the divisional energy manager
- Notices for promoting energy conservation are displayed

227

STRAND 7: Support economic growth and prosperity	
Quality pointer 7.3	**Work experience**

Indicators of good practice

7.3.1 Placements for secondary school pupils and college students are available

Examples

- There are written policies on pre-five/secondary liaison and student placements and all staff are aware of these
- The establishment gives work experience placements to pupils from the local secondary school
- The associated secondary schools are given copies of recent establishment handbooks
- Sector liaison is the remit of a member of staff
- There are clear guidelines for the deployment of secondary pupils on work experience schemes
- There are regular visits by staff between each sector
- The establishment provides placements for student nursery nurses and student teachers
- Good liaison exists between the member of staff responsible for students and the relevant college
- Students have access to all relevant policy statements and are made aware of establishment practices to support those policies
- The member of staff responsible for students and work experience monitors the placement and reports to the head of establishment
- Work experience pupils and students have a copy of their remit in the establishment

STRAND 7: Support economic growth and prosperity	
Quality pointer 7.3	**Work experience**

Indicators of good practice

7.3.2 Staff are informed of the opportunities for secondment to industry

Examples

- Opportunities for secondment to industry are known to staff
- All staff are encouraged to make use of the Understanding British Industry scheme and other education/industry links
- Where appropriate staff are involved in informal contact with local industry and commerce
- Mechanisms exist for staff to report back on their experiences

229

STRAND 7: Support economic growth and prosperity	
Quality pointer 7.4	**Support for adults**

Indicators of good practice

7.4.1 Where appropriate the establishment operates an extended day and year provision

Examples

- The establishment offers an extended day and year provision for children to allow parents and other adults to fully take up employment and education opportunities, within the context of the regional council's admission policy
- The establishment offers flexible places for children to allow parents and other adults to fully take up employment and education opportunities, within the context of the regional council's admission policy
- Where appropriate, and in consultation with the education department, the establishment gives consideration to answering the needs of parents by extending its hours of opening
- Where appropriate, and in consultation with the education department, the establishment gives consideration to answering the needs of parents by extending the age range of pre-five children for whom it caters
- In deciding the pattern of establishment hours adopted consideration is given to the needs of working parents
- Local child care issues are discussed with senior management and development staff in partnership with local industry and other pre-five services
- Local industry is encouraged to play a part in the development of pre-five services

STRAND 7: Support economic growth and prosperity	
Quality pointer 7.4	**Support for adults**

Indicators of good practice

7.4.2 Where appropriate the establishment provides creche and before-and-after school provision

Examples

- Where appropriate, the head of establishment considers the need for creche and before-and-after-school care in the establishment in light of their knowledge of local needs and available accommodation
- The ability of the establishment to provide creche and before-and-after-school care is discussed with the relevant education department staff
- Local child care issues are discussed with senior management and development staff in partnership with local industry and other pre-five services
- The creche and before-and-after-school care has been set up in response to community needs
- The hours of operation of creche and before-and-after-school care meet the requirements of parents
- There is a welcoming environment within the creche and before-and-after-school care
- There is a range of appropriate activities offered for children within the creche and before-and-after-school care
- The creche and before-and-after-school care is well resourced in terms of personnel, materials and accommodation
- There are clear guidelines available for staff in the creche and before-and-after-school care on implementation of activities and programmes for the children
- Staff/child ratios are in accordance with regional guidelines
- Arrangements for collection of children are available and clearly understood by parents
- Catering is provided for the creche and before-and-after school care
- Emergency before-and-after school care is provided

231

STRAND 7: Support economic growth and prosperity	
Quality pointer 7.4	**Support for adults**

Indicators of good practice

7.4.3 The establishment provides advice on any creche and before-and-after school provision which is available locally

Examples

- Local child care issues are discussed with senior management and development staff in partnership with local industry and other pre-five services
- The establishment staff know to whom parents can go for advice and information about after-school care and creche provision
- The management publicises the provision, within the establishment and /or locally, of before-and-after-school care and creche provision facilities
- There is information in the establishment regarding availability and use of creche provision and before-and-after-school care
- Contact is maintained with the pre-school community organiser, and the link-up group, if available
- The establishment has copies of the regional council's response to the Children Act 1989 in relation to the review of the level, pattern and range of day care and related services for children under the age of 8 years within its area

STRAND 7: Support economic growth and prosperity	
Quality pointer 7.4	**Support for adults**

Indicators of good practice

7.4.4 Information about welfare benefits and local support agencies is available in the establishment

Examples

- A member of staff has responsibility for all aspects of support for adults and liaises with support agencies
- The establishment displays pamphlets and notices from other agencies
- The establishment staff are knowledgeable about the services that other agencies can offer
- The establishment staff know the whereabouts of these other agencies
- The establishment ensures that information leaflets on community advice services are available and updated:
  - *welfare rights*
  - *parental support*
  - *health education*
  - *pre-five services*
  - *continuing education*
- The address and telephone number of the pre-school community organiser is displayed within the establishment, referring to childminders and to other pre-five provision

STRAND 7: Support economic growth and prosperity	
Quality pointer 7.4	**Support for adults**

Indicators of good practice

7.4.5 Where possible, adult vocational education is available in the establishment

Examples

- The establishment provides access courses for the parents of children attending if accommodation and other resources are available
- The ability of the establishment to provide access courses for parents is discussed with relevant education department staff
- The establishment liaises with relevant education department staff to provide adult vocational education

STRAND 7: Support economic growth and prosperity	
Quality pointer 7.4	**Support for adults**

Indicators of good practice

7.4.6 Information about opportunities for adult vocational education available in the area is publicised by the establishment

Examples

- The establishment publicises the availability of adult education courses in the local area
- The establishment staff know to whom parents can go for advice and information about adult education courses
- Information about learning opportunities for adults is disseminated to the local community
- Links are maintained with relevant education department personnel

235

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